42. Report on popular education, Panjab 1876-77

VII 93

VII

TABLE OF CONTENTS.

Section	Subject.	Para.
	GENERAL STATISTICS.	
	Decrease of schools and scholars	1
	Expenditure from Provincial Services	2
	Assignment and expenditure from Provincial Services, General Local Fund and District Funds	3
	Government Colleges and Aided Oriental College	4
	Statistics of District, Aided and Jail schools . .	5
	Arrangement of departments and classes in Government schools	6
	Results of examinations held by the Calcutta University, the Punjab University College and the Educational Department ..	7
I	**CONTROLLING AGENCIES.**	
	The extent of the circles	8
	Changes among the Inspecting staff consequent on Major Holroyd's going on leave	9
	Changes among the inspecting staff consequent on Mr. Alexander's going on leave and Major Holroyd's rejoining from leave ..	10
	Mr. Clark's work	11
	Mooltan circle, Mr. Thompson in charge	12
	Subordinate inspecting officers and the re-organization of the subordinate inspecting establishments . ..	13
	Inspector's report on subordinate inspecting staff, Lahore circle ..	14
	Inspector's report on subordinate inspecting staff, Umballa circle	15
	Inspector's report on subordinate inspecting staff, Ráwalpindí circle	16
	Inspector's report on subordinate inspecting staff, Mooltan circle	17
	Mr. Macauliffe's report on the work of the Chief Muharrir ..	18
	Major Harcourt's report on the work of the Chief Muharrir together with Mr. Thompson's comment	19
	Director's observations on Mr. Thompson's report on subordinate inspecting staff, Mooltan circle	20
	Local Committees of Public Instruction	21
	Tahsildárs	22
II & III	**UNIVERSITIES AND GOVERNMENT COLLEGES.**	
	Results of the Calcutta University examinations	23
	Punjab University College	24
	Examinations of the Punjab University College ...	25
	Results of the Punjab University examinations	26
	Comparison of the results of the Calcutta University and Punjab University College examinations	27
	The standards of the Punjab University College examination compared with those of the Calcutta University	28
	Results of the Oriental examinations of the Punjab University College	29
	The Oriental College, Lahore	30 & 31
	Government College, Lahore—Number of students in the Lahore Government College	32
	Prem Chand Roy Chand studentship of the Calcutta University ..	33

Section.	Subject.	Para.
	Results of the Calcutta University and Punjab University College examinations	34
	Results of the Departmental examinations	35
	Government College, Delhi—Changes in the College staff ...	36
	Number of students in the Delhi College	37
	Results of the Calcutta University and Punjab University College examination	38
	Results of the Departmental examinations	39
	Remarks on the examination results of the Delhi College ...	40
	Closing of the Delhi College	41
IV	GOVERNMENT SCHOOLS.	
	General statistics of Government Schools	42
	Government Schools of Higher class	43
	Number of pupils and fees realized in Upper class Schools ...	44
	Number of students in the High Vernacular Schools	45
	Results of the Calcutta University and Punjab University examinations	46
	Drawing and Surveying classes	47
	Cricket more popular in Schools of the Lahore circle	48
	Upper Department of the Lahore School	49
	Upper Department of the Amritsar School	50
	Upper Department of the Hoshiarpur School	51
	Upper Department of the Delhi School	52
	Upper Department of the Gujrat School	53
	Upper Department of the Dera Ghazi Khan School	54
	DISTRICT SCHOOLS.	
	Middle Class.	
	Statistics of the Government Schools of the Middle class District Schools	55
	Results of the Middle School Examination	56
	The numbers passed by the Amritsar and Hoshiarpur Schools in the Middle School Examination	57
	Delhi Middle School	58
	Middle Schools in the Ráwalpindí circle	59
	Middle Schools in the Mooltan circle ..	60
	Statistics of the Government Anglo-Vernacular and Vernacular Schools of the Middle Class	61
	Results of the Middle School Examination . .	62
	Anglo-Vernacular and Vernacular Schools in the Umballa circle	63
	Government Anglo-Vernacular and Vernacular Schools in the Lahore circle . . .	64
	Government Anglo-Vernacular and Vernacular Schools of the Ráwalpindí circle ..	65
	Anglo-Vernacular and Vernacular Middle Schools in the Mooltan circle	66
	PRIMARY SCHOOLS AND LOWER CLASS SCHOOLS.	
	Government Schools of the Lower Class	67
	Statistics of Government Primary Schools	68

Section.	Subject.	Para.
	Government Primary Schools, Umballa circle	69
	Government Primary Schools, Lahore circle	70
	Government Primary Schools, Ráwalpindí circle	71
	Government Primary Schools, Mooltan circle	72
	GOVERNMENT FEMALE SCHOOLS.	
	Statistics of the Government Female Schools	73
	Notice of Female Schools, Umballa circle	74
	Notice of Female Schools, Lahore circle	75
	Notice of Female Schools, Ráwalpindí circle	76
	Notice of Female Schools, Mooltan circle	77
	JAIL SCHOOLS.	
	Statistics of Jail Schools	78
	Jail Schools, Umballa circle	79
	Jail Schools, Lahore circle	80
	Jail Schools, Ráwalpindí circle	81
	Jail Schools, Mooltan circle	82
V	AIDED INSTITUTIONS.	
	Statistics of Aided Institutions	83
	Expenditure of Aided Schools	84
	AIDED SCHOOLS FOR EUROPEANS.	
	Schools for children of European descent	85
	European Schools in the Umballa circle	86
	European Schools, Lahore circle	87
	European Schools, Ráwalpindí circle	88
	European Schools, Mooltan circle	89
	AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.	
	Statistics of Higher Class Aided Schools	90
	Aided Upper Schools, Umballa circle	91
	Aided Upper Schools, Lahore circle	92
	Aided Upper Schools, Rawalpindí circle	93
	AIDED SCHOOLS OF THE MIDDLE CLASS.	
	Classification and statistics of the Aided Schools of the Middle Class	94
	Inspector's report on the Anglo-Sanskrit School Delhi and the Umballa Mission School ..	95
	Gujranwala Mission School .. .	96
	Mission Schools of the Middle Class in the Ráwalpindí circle	97
	Mission Schools of the Middle Class in the Mooltan circle	98
	AIDED SCHOOLS OF THE LOWER CLASS.	
	Statistics of Aided Lower Schools	99

Section.	Subject.	Para.
	INDIGENOUS SCHOOLS.	
	Statistics of Indigenous Schools	100
	AIDED FEMALE SCHOOLS FOR NATIVES.	
	Statistics of Aided Female Schools	101
	Mission Schools at Delhi and Kotegarh	102
	Mission Female Schools, Lahore circle	103
	Bedi Khem Singh and Mission Female Schools, Ráwalpindí circle,	104
	Mission Female Schools, Mooltan circle	105
VI	INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.	
	A.—GOVERNMENT NORMAL SCHOOLS.	
	Government Normal Schools	106
	Establishment of a Training College at Lahore ..	107
	Employment of Natives of this Province on the District School establishment	108
	Comparison between trained Teachers in England and University men	109
	B.—AIDED NORMAL SCHOOLS.	
	Statistics and notice of Aided Normal Schools	110
	INDUSTRIAL SCHOOL.	
	Mayo School of Industrial Art, Lahore	111
	SCHOLARSHIPS.	
	Scholarships tenable in Colleges	112
	Scholarships tenable in District Schools .	113
	Scholarships awarded by the Punjab University College	114
	Scholarships awarded by District Committees and Municipalities,	115
	Scholarships tenable in the Anglo Arabic School, Delhi	116
	Scholarships tenable in the Mayo School of Industrial Art, Lahore,	117
	Stipends to Normal School students	118
VIII	EMPLOYMENT OF STUDENTS.	
	Employment of matriculated students	119
IX	THE ENGLISH LANGUAGE IN INDIAN EDUCATION.	
	Number of students learning English language	120

Section.	Subject.	Para.
X	BOOK DEPARTMENT.	
	Assets and liabilities of the Book Depôt	121
	Secretariat and official books	122
	New books published during the year	123
	Receipts of the Press	124
	Work done by the translators during the year	125
	The books ready at the close of the year .. .	126
	Statement shewing the financial operations of the Depôt in 1876-77,	127
	Books brought on stock and sold during the year	128
	CONCLUSION.	
	The progress during the year on the whole satisfactory ...	129
	Desire for education amongst the agricultural population ..	130
	The temporary decrease in the numbers caused by the raising of the fees	131
	A graduated scale of fees is fixed according to the income of the parents or guardians	132
	The question of the system of taking fees as compared with that of maintaining free schools, too wide a one to be taken up here	133
	The anomalous position of Mission schools in India .. .	134
	The officers of the department have performed their duties with zeal and energy and the interest the District officers have taken in educational affairs	135
	List of Civil officers and native gentlemen who have shown special interest in the cause of education	136
	STATEMENTS.	
	IMPERIAL.	Page.
	Form B. I.—Results of the Examinations of the Calcutta University and of the Punjab University College for the year 1876-77 ...	iii
	Form B. II.—Return of Colleges, Schools and the Scholars attending them for 1876-77	iv & v
	Form B. III.—Receipts and expenditure of Educational Establishments in the Punjab for 1876-77	vi
	Form B. IV.—Distribution of Government Colleges and Schools and of all Schools and Colleges, aided and inspected by Government, in the several districts under the Government of the Punjab and in the States subject to administrative supervision for the year 1876-77	vii
	LOCAL.	
	General comparative statement of statistics for the years 1875-76 and 1876-77	viii & ix
	Statements of Government Colleges in the Punjab for the year 1876-77	x & xi
	Statement of Government Schools of the Higher Class for the year 1876-77	xii & xiii
	Statement of Government Schools of the Middle Class for the year 1876-77	xiv to xxiii
	Statement of Government Schools of the Lower Class for the year 1876-77	xxiv & xxv

Section.	Subject.	Page.
	Statement of Government Female Schools for the year 1876-77	xxvi & xxvii
	Statement of Government Jail Schools for the year 1876-77	xxviii & xxix
	Statement of Government Normal Schools for the year 1876-77	xxx & xxxi
	Statement of grant-in-aid European and East Indian Schools for the year 1876-77	xxxii & xxxiii
	Statement of the Endowment and Building Funds of the Schools for European and Eurasian children to which grants-in-aid are given by Government under Lord Canning's Minute of October 1860 for the year 1876-77 ...	xxxiv & xxxv
	Statement of grant-in-aid Schools of the Higher Class for the year 1876-77	xxxvi xxxvii
	Statement of grant-in-aid Schools of the Middle Class for the year 1876-77	xxxviii & xxxix
	Statement of grant-in-aid Schools of the Lower Class for the year 1876-77 ..	xl & xli
	Statement of grant-in-aid Female Schools of the Lower Class for the year 1876-77	xlii & xliii
	Statement of grant-in-aid Normal Schools for the year 1876-77 ...	xliv & xlv
	Statement of Indigenous Schools for the year 1876-77	xlvi & xlvii
	Statement shewing the statistics of the School of Art for the year 1876-77 ..	xlviii & xlix
	Statement of increase and decrease of grant-in-aid	l
	Statement shewing the expenditure of public money during the year 1876-77 on Educational buildings in the Punjab	li
	Statement showing the number of pupils in each class of District Schools in the beginning and at the close of 1876-77 .	lii
	Statement showing the number of pupils in each class of Middle Vernacular Schools at the beginning and at the close of 1876-77,	liii
	Statement shewing the number of pupils studying in each class of Government Primary Schools of each District at the beginning and at the close of 1876-77	liv
	Results of the Calcutta University examinations for all Educational Institutions in the Punjab	lv
	Statement exhibiting in detail the results of the examination of the Calcutta University for the year 1876-77 ..	lvi
	Statement showing the number of students of District Schools who have obtained employment during 1876-77 ..	lvii
	Statement showing the number of students of Vernacular Schools who have obtained employment during 1876-77	lviii
	Return of students who have passed the Normal School examination held in June 1876 and gained certificates of qualifications	lix
	Return of private endowments, donations and subscriptions from which aid was received by the Department during 1876-77	lx
	Distribution of expenditure on Education under three main heads—"Direction" "Inspection" and "Instruction" for 1876-77 ..	lxi
	Government Colleges—attendance and expenditure of ...	lxi
	Results of the Normal School examination held in June 1876 ...	lxi
	Comparative statement of Schools and scholars in each circle 1875-76 and 1876-77	lxi
	Statement showing the Government Scholarships awarded to the College students during 1876-77	lxi

REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1876-77.

GENERAL STATISTICS.

Decrease of Schools, and Scholars.

1. During 1876-77 the number of Government institutions has increased from 1585 with 87,554 scholars to 1601 containing 87,725 scholars. Amongst aided schools there has again been a decrease, the number having fallen from 480 with 37,730 scholars to 461 with 24,900 scholars. On the whole there has been a decrease of 3 institutions and 2,659 pupils.

The number of students in the colleges has risen from 113 to 142. In Government schools of the higher class there has been an apparent increase from 416 to 512.* In those of the middle class, the number has risen from 18,132 to 21,818. In schools of the lower class the number has fallen from 61,703 to 58,503. There has also been a slight decrease in female and normal schools, the number in the former having fallen from 3,374 to 3,269 and in the latter from 297 to 293. In the jail schools and the school of Industrial Art at Lahore the numbers have been reduced from 3,431 and 88 to 3,120 and 68 respectively.

Expenditure from Provincial Services.

2. The expenditure from Provincial Services, exclusive of the cost of buildings and endowments and the grant to the Punjab University College, has fallen from Rs. 6,37,625 to Rs. 6,35,865. Including these items the total expenditure amounted to Rs. 7,18,301. Of this the sum of Rs. 6,57,425 was debited to the educational grant and Rs. 60,876 to the Public Works Department.

Assignment and expenditure from Provincial Services, General Local Fund and District Fund.

3. A total assignment of Rs. 11,05,250 was made for expenditure on education in the Punjab during the year under report. This sum was to be provided from the following sources.

---

* This, however, is due to the fact that the boys of the lower Department of the Gurgaon High Vernacular school have been improperly included by the local authorities in the returns of that Institution.

Provincial Services	... ...	Rs. 6,87,700
General Local Fund	... ...	Rs. *49,498
District Fund	... ...	Rs. 3,68,052

The Accountant General estimated a probable saving of Rs. 34,000 under the various heads of expenditure from Provincial Services and allowance was made for this in fixing the assignment for the year. No provision was made in the budget for the expenditure on jail schools amounting to Rs. 6,113.

The actual expenditure from Provincial Services amounted to Rs. 6,57,425; from the General Local Fund to Rs. 44,866 and from the District Fund to Rs. 3,22,846 ; so that there has been a net saving of Rs. 30,275 from Provincial Services (in addition to the savings anticipated by the Accountant General), of Rs. 4,632 from the General Local Fund and of Rs. 45,206 from the District Fund. The saving from Provincial Services is due mainly to the curtailment of expenditure on grants in-aid.

The following are the principal heads of expenditure from Provincial Services :—

Direction	... ...	Rs. 48,556
Book Depot	... ...	„ 51,373
Miscellaneous including Patronage of Literature	... ...	„ 5,235
Inspection	... ...	„ 1,11,417
Colleges	... .	„ 57,028
District Schools	... ...	„ 1,57,937
Normal Schools	... ...	„ 19,870
School of Art	... ...	„ 14,126
Grants-in-aid	... ...	„ 1,78,403
Rewards	... ...	„ 7,367
Jail Schools	... ...	„ 6,113

Rs. 65,026 were realized by the Book Depot by sales and miscellaneous work performed by the Press &c. ; and the fees credited to Government amounted to Rs. 21,508 so that the actual expenditure from Provincial Services after deducting the income was Rs. 5,70,891.

Government Colleges and Aided Oriental College.

4. During the year under review there were two Government Colleges situated at Lahore and Delhi but the latter was abolished on the 31st March last. The Punjab University College supports an Oriental College to which a school department is attached. The principal object for which this institution was established is the promotion of the study of the Oriental classical languages.

* Exclusive of Rs. 6,400 for Patwárí's schools which are under the control of the Financial Commissioner.

5. District schools, as stated in the last report, comprise either two or three departments, lower, middle and, in some cases, upper. English is taught in the two latter, which are supported mainly from the Provincial Services The lower departments, which comprise frequently a number of branch schools, are supported for the most part on the grant-in-aid system. The Upper Department of each school whether held in the same building as the middle school or located in a separate house, is treated as a school complete in itself. Hence, in the return of Government Schools of the higher class, are shown only students who have passed the middle school examination which is a leaving examination for middle schools and an entrance examination for higher schools.*

District schools

There are eight schools of the higher class, of which six are District schools and two high vernacular schools.

Government Schools of the higher class

There are 171 Government schools, of the middle class. Of these 25 are middle departments of District schools. These and the Anglo-Arabic school at Delhi contain boys who have gone through the lower school and passed the lower school examination.

Government Schools of the middle class

There are 23 Anglo-Vernacular schools of which the vernacular teachers are paid from local funds. In six of these the English teachers are paid from the same source, in the other 17 they are supported on the grant-in aid system. There are, 123 vernacular middle schools. In the returns of these schools the boys of the lower department are included.

There are nine Aided schools of the higher class ; eight of these are Mission schools and the ninth is the Bishop Cottons School at Simla. There are 31 Anglo-Vernacular and 2 vernacular Aided Schools of the middle class, besides two schools for children of European extraction. Of the 31 Anglo-Vernacular schools, 20 belong to different Missions. Most of the other middle schools are under the management of Government Officers.

Aided Schools of the higher and Middle class

There are 1254 Government schools of the lower class. These are with very few exceptions primary schools maintained from local funds. There are 189 aided lower schools of which the majority are lower departments and branches of District schools or branches of mission schools.

Government and aided schools of the lower class

There are also 28 Jail schools.

Jail Schools

---

* This rule has been departed from in the case of the Gurgaon High Vernacular School through a misconception on the part of the District Authorities

Arrangement of departments and classes in Government schools.

6. The accompanying scheme shews the arrangement of classes and departments in Government schools :—

	9th class	Upper School Anglo-Vernacular or Vernacular
	8th class	
	7th class	
	6th class	Middle School Anglo-Vernacular or Vernacular.
	5th class	
Primary School Vernacular.	4th class	
	3rd class	
	2nd class	Lower School Vernacular.
	1st class	

In my last report, I pointed out that the manner in which the classes of primary and middle schools overlap each other is an evident defect in the classification, and I stated that this and other faults would be remedied as soon as the forms of statistical returns to be in future submitted should have been determined by the Supreme Government. I have reason to believe that an early settlement of this question may now be expected.

Results of examinations held by the Calcutta University, the Punjab University College, and the Educational Department.

7. The subjoined table shows the general results for the past two years of the principal examinations :—

	No who passed in 1875-76.	No who passed in 1876-77
Lower school examination ...	7,412	8,000
Primary ,, ,,	1,810	1,775
Middle ,, ,, Anglo-Vernacular	104	183
,, ,, ,, Vernacular	107	167
Entrance Examination, Calcutta University	54	62
,, ,, Punjab University College ..	74	119
F. A ,, Calcutta University ...	8	13
Proficiency ,, Punjab University College	3	18
B A. ,, Calcutta University	3	5
High Proficiency ,, Punjab University College	4	3
M. A. ,, Calcutta University	1	1
Honours ,, Punjab University College		2
Premchand Roychand student-ship ...	...	1

SECTION I.

CONTROLLING AGENCIES.

The extent of the circles.

8. The circles of inspection are distributed as shewn below :—

Circles.	*Divisions.*
Lahore.	Umballa.
	Delhi.
	Hissár.
Umballa.	Lahore.
	Amritsar.
	Jullundur.
Ráwalpindi.	Ráwalpindi.
	Pesháwar.
Mooltán.	Mooltán.
	Deraját.

An Inspector of Schools is attached to each Circle, and during the year under report, the Lahore and Umballa Circles were each provided with an Assistant Inspector. The Lahore Circle contains a very much larger number of schools and of pupils than the others, and a second Assistant Inspector has been appointed since the close of the year, instead of the late Inspectress who resigned her appointment.

Changes among the Inspecting Staff consequent on Major Holroyd's going on leave.

9. From May to July 1876 Mr. Pearson, officiated as Director of Public Instruction in place of Major Holroyd who was absent on privilege leave.

In the Umballa Circle Mr. Sime officiated as Inspector of Schools up to 11th December 1876 when Mr Cooke the permanent incumbent returned from two year's furlough to Europe. The late Mr. R. H. Clarke was the Assistant Inspector of the Circle. From April to December 1876, he officiated as Inspector of Schools Rawalpindi Circle and Lálá Baldeo Sahái District Inspector of Schools Gurgáon was appointed to officiate as Assistant Inspector in October 1876. Mr. Clarke reverted to his permanent appointment in December 1876 and carried on the duties to the date of his death which melancholy event happened on the 22 January 1877. Lálá Baldeo Sahái has been appointed as Mr. Clarke's successor.

Changes among the Inspecting Staff consequent on Mr. Alexander's going on leave and Major Holroyd's rejoining from leave.

10. Mr. C. W. W. Alexander Inspector of Schools Lahore Circle proceeded on three months privilege leave in May 1876, and this was subsequently commuted to six months leave on medical certificate. From May to July 1876, Mr. Harvey the Assistant Inspector of the Circle officiated as Inspector. On the return from privilege leave of Major Holroyd in July, Mr. Pearson was appointed Inspector of Schools Lahore Circle, of which he held charge until the return from leave of Mr. Alexander in November 1876, when the latter resumed charge of the Lahore Circle and Mr. Pearson reverted to the Ráwalpindi Circle.

M. Clarke's work.

11. In the Ráwalpindi Circle Mr. Clarke, as already stated officiated as Inspector of Schools from April to December 1876; during which period Mr. Pearson at first officiated as Director and subsequently held charge of the Lahore Circle. Referring to the work of Mr. Clarke during the time that he acted as Inspector, Mr. Pearson writes as follows :—"I feel it due to the memory of Mr. Clarke to say here that, so far as I have had opportunities of forming an opinion, his work as an Inspector of Schools was thoroughly good, and that the duties of this office have never been more efficiently performed than while he was in charge."

Mr. Clarke continued to perform his duties in a most zealous and efficient manner until the time of his death, which was due to mental derangement, the result of great anxiety and depression, caused by the death of a brother and other domestic troubles.

Mooltan Circle.

12. Mr. D. W. Thompson Inspector of Schools held charge of the Mooltan Circle during the year under report.

Subordinate inspecting officers and the reorganization of the subordinate inspecting establishments.

13. The subordinate inspecting staff consisted up to 1st January 1877 of 14 District Inspectors, one District Inspectress, and 16 Chief Muharrirs. The duties of a Chief Muharrir are identical with those of a District Inspector; but the former is generally a man of less consideration, and his salary is below Rs. 100 per mensem. The title is not very appropriate; but as it is well understood, it has been thought expedient to retain it.

On the date above mentioned a reorganization of establishments which had received the sanction of Government was brought into effect. The new scheme provides for 20 District Inspectors, one District Inspectress, and 10 Chief Muharrirs; and the salaries and prospects of the whole staff have been improved. The efficiency of the Primary schools depends to a very great extent on the character and ability of subordinate Inspecting officers; and the recent measure, which tends to make these appointments much more attractive

than before, and therefore to facilitate the employment of really able men, cannot fail to produce a most beneficial result.

The Simla District is still without any inspecting staff. At Kohat the first Vernacular teacher of the District school is required to visit and examine the few Vernacular schools of the District.

Inspector's report on subordinate inspecting staff, Lahore Circle.

14. The following remarks regarding the subordinate Inspecting Staff of the Lahore Circle are from the Inspector's report:—

"A change for the better has been made in the subordinate Inspecting establishment by the introduction of regular grades of District Inspectors and Chief Muharrirs, and in this Circle by the substitution of District Inspectors for Chief Muharrirs in the districts of Gujránwála and Kángrá. In the former the excellent Chief Muharrir, Inám Ullá, was raised to the higher grade. Parma Nand, Head Master of the Jhang District School, was appointed District Inspector of Kángrá but has since been found unequal to the work, and has been removed. Muhammad Yúsaf Ali, District Inspector of the Jullundur district, has done his work in a thoroughly efficient manner.

"Munshi Abdulla of Hoshiápur continues to work steadily and gives satisfaction."*

"Maulavi Karím-ud-dín of Amritsar has been diligent in visiting his schools, which are certainly in better condition than they were reported to be in last year by Mr. Harvey. The Maulaví has recently obtained a well earned increase of pay.

"A very marked improvement has taken place in the system of teaching and general management of the schools of the Gurdáspur district, which is no doubt due to the energy and tact of the District Inspector, Nand Singh.

"Bábú Jaigopal Singh, District Inspector, and Pandit Gurú Parshád, Chief Muharrir of Female Schools, in the Siálkot district have worked well during the year. Under the new arrangement the former has obtained an increase of pay.

"Kirpá Rám B.A., District Inspector of the Lahore district has been active in visiting his schools; but he seems to be deficient in tact in dealing with the people, and consequently appears to carry little weight in the district.

"Inám Ullá, as I have already mentioned, has been deservedly promoted to be District Inspector of the Gujránwála district.

"Dhaní Rám of Ferozepore, though somewhat deficient in knowledge of Urdu and Persian, possesses energy and judgment that fit him admirably for the post of District Inspector, the duties of which he has performed in a very satisfactory manner."

Inspector's report on Subordinate inspecting staff, Umballa Circle.

15. The District Inspectors and Chief Muharrirs of the Umballa Circle are thus reported on by Mr. Cooke:—

"The only one of the District Inspecting Officers whose work has been unsatisfactory is Jamná Dás, Chief Muharrir of Rohtak. He has, as already stated, been removed. I am glad to speak in terms of praise of all the rest, who have been in office through the year.

* He has, however allowed the office work to be very much neglected by his subordinate.

Mír Gulám Hasnáin of Ludhiána I must especially commend. He has a thorough knowledge of his schools, considerable power over his teachers and much influence and popularity with the villagers. Lálás Pírbhu Dayál of Delhi and Nand Kishor B.A., of Umballa have devoted themselves very earnestly to their work. There is a manifest improvement in both the districts. Iláhi Baksh of Karnál promises well, and has shewn by his work this year, that, something may eventually be made out of the confusion into which the schools of his district had been cast by the inefficiency and negligence of former Chief Muharrirs.

The two chief Muharrirs Gangá Sahái of Hissár and Beli Rám of Sirsa have worked satisfactorily, and are well reported of by the District Officers.

Their schools will however never become efficient till they exercise more freely their power to recommend to their Deputy Commissioners the dismissal of incompetent teachers. The same old inefficient men are kept on from year to year and no progress can be expected."

(The Inspector himself at his annual visit to the District should take measures to procure the dismissal of men who are inefficient—D. P. I.)

Inspector's report on subordinate inspecting Staff, Rawalpindi Circle.

16. Mr. Pearson writes as follows regarding the District Inspectors and Chief Muharrirs of the Ráwalpindí Circle :—

"The School Muharrirs of Jhelum and Ráwalpindí were recently promoted to the grade of District Inspectors. They have worked efficiently for several years and have fairly earned a reward. Their promotion will also give them more influence in their Districts. I am well satisfied with all the men who occupy the post of District Inspector or Chief School Muharrir in this Circle. All of them bear a good character and are industrious. 'Ahmad Hasan, District Inspector of Gujrát is a first rate scholar in Persian and Arabic. 'Alím-ud-dín District Inspector of Jhelum is active and judicious in the management of his Schools. Bhagwán Dás District Inspector of Ráwalpindí has a thorough knowledge of the subjects which are taught in Vernacular Schools, and allows no personal considerations to interfere with his duty as a public servant.

Nawáb Mirzá, Chief School Muharrir of Sháhpur if somewhat deficient in energy, is a man of good connections and manners, and works conscientiously and with success. Mirzá Isma'íl Chief School Muharrir of Peshawur, who has perhaps a more difficult task than any of the others, has acquired some influence with the people, and is beginning to see the fruit of his labours.

'Azíz-ud-dín, Chief School Muharrir of Hazárá, has from the first been remarkably successful in conciliating the good will of the leading men of his District.

Shaikh Ahmed, who has recently been appointed to superintend the Vernacular schools of the Kohat District, is the first man who has performed this duty to any good purpose."

Inspector's report on subordinate inspecting Staff, Mooltan Circle.

17. The following extract is from the report of Mr. Thompson Inspector of the Mooltan Circle :—

"The inspecting Staff of the whole Circle, besides the Inspector, consists of two District Inspectors and 5 Chief Muharrirs. The Mooltan and Dera Gházi Khán districts have each

got a District Inspector, and the other 5 districts a Chief Muharrir over them. The only thing worthy of notice that took place amongst the officers during the year was, that the District Inspector of Dera Gházi Khán, who had been sent for a short time to a Normal School, returned to his duties in November last.

All the districts have been inspected regularly by the District Inspectors and Chief Muharrirs or their substitutes, some 4 and some 5 times in the year. Shaikh Ali Muhammad the District Inspector of the Dera Gházi Khán returned from the Normal School only in November last, so that no decided opinion of his efficiency can yet be formed, but so far as I have seen of him, he has commenced his work with great vigour and interest.

The other District Inspector and Chief Muharrirs have worked steadily."

Mr. Macauliff's report on the work of the Chief Muharrir.

18. Mr. Macauliffe the Deputy Commissioner of Montgomery who takes a great interest in education, writes as follows regarding the work of the Chief Muharrir :—

"The Chief Muharrir too is not a zealous man. He and the Extra Assistant Commissioner are very bigoted Musalmans, who busy themselves when on tour, not with the construction of schools but with the construction of mosques ; and the impression has been left on my mind that they are not real friends of our educational system. I should not be sorry if the Chief Muharrir Muhammad Sarwar were transfereed to another district; and if I could get in this place a Hindu who had learnt English."

Mr. Thompson's comment on Mr. Macauliff's report.

On this Mr. Thompson, offers the following comment :—

"The Chief Muharrir goes his round regularly, sends in his quarterly reports on the Schools, and so far, as I know, previous Deputy Commissioners of the Montgomery districts never found fault in his want of zeal, though it is possible that they may have had as poor an opinion of him in the light of an educationalist as the present Deputy Commissioner has or as I have."

The wishes of the Deputy Commissioner have since been carried into effect, as I concurred with that officer, in thinking that the Chief Muharrir was not suited for the position he held.

Major Harcourt's report on the work of the Chief Muharrir together with Mr. Thompsons' comment.

19. The following remarks by Major Harcourt, the Deputy Commissioner of Jhang, together with Mr. Thompson's comment are taken from the report of the latter officer :—

Major Harcourt :—

"I think this official (the Chief Muharrir) is a great deal more in camp than he need be, and cannot see that this constant itineration has produced much effect, where there are faults of system, and faults of system there must be now and again, these should be brought to notice. The Chief Muharrir seldom if ever brings to my notice what the working condition of the schools may be, which he spends all this time in inspecting. The female schools in the District have I think been much neglected by the Chief Muharrir."

Mr. Thompson :—

"With regard to the time spent by the Chief Muharrir out in camp, I hope, for the good of the schools, that every Deputy Commissioner can complain that his Chief Muharrir 'spends all his time in inspecting.' The complaint, that the working condition of the schools is seldom if ever brought to notice, I can not quite understand, for the Chief Muharrir sends up his quarterly report very regularly, and in that there is a detailed account of the Register No, of students, average attendance, remarks on study, &c., &c., of each school separately. In every quarterly report, the Female Schools are mentioned also, so that I dont see how these could have been neglected unless it has been brought to notice that the Chief Muharrir makes false reports on them."

Director's observations on Mr Thompson's report on subordinate inspecting Staff, Mooltan Circle.

20. I had occasion in my last report to observe, that the information given by Mr. Thompson as to the manner in which the District Inspectors and Chief Muharrirs of his Circle, had performed their duties was meagre and insufficient. He thought it enough to state generally that they had 'inspected their districts regularly' and he protests against the idea that this amount of information was meagre and insufficient. Mr. Thompson seems to find some difficulty in appreciating the important nature of a District Inspector's duties, and to think that if he visits schools and sends in formal reports, this is all that is requisite. The efficiency of the Primary Schools of a District is however dependent chiefly on the District Inspector, and the tours of this officer are quite useless, unless they produce tangible results. It is his duty to point out defects of system to teachers and to show on the spot how these faults can be corrected. Every defect that he is unable to remove by his own action, should be brought to the notice of the Deputy Commissioner and a remedy suggested. His usefulness moreover will depend to a very great extent on the influence that he is able to obtain in the District, and the confidence that he can succeed in inspiring amongst all classes of the people. Unless these obvious matters are constantly kept in view by the Inspector of Schools, the most important of the duties of District Inspectors and Chief Muharrirs will be too often neglected.

Local Committees of Public Instruction

21. Local Committees of Public Instruction in large towns have done very little for education; but village Committees have been established in various localities, with a considerable amount of success. This is due probably to the fact, that there is more scope for the action of a village Committee than for a Committee established in a large town. The Committee cannot in either case interfere with advantage in the internal arrangements of the school; but the village Commitee may do much towards the promotion of regular attendance, the levy of fees, the removal of any disagreements affecting the school and matters of a similar character. The members attend the Inspector's examination, often subscribe for rewards to successful boys, to provide a clock or other useful article for the school, or interest themselves deeply in the number of boys

who pass by the different standards; and by such means promote a general interest in education amongst the people. The remarks of Inspectors on this subject are given below :—

Lahore Circle.—

"The Local Committees of Public Instruction have given very little assistance during the year. Those at Batála, Ferozepore, and Ráhon, have been the most active, but in no place has much been done. In some districts, and especially in Jullundur, Hoshiárpur, Ferozepore, Gurdáspur, and Siálkot, village Committees have been of great service; and this is particularly the case in the Jullundur district, where the activity and liberality of the members of the village Committees are very striking."

Umballa Circle.—

"The only Local Committees which may be noticed for their activity are, as reported year by year, those at Jagádhrí and Rupar. School Committees have been started by Major Gurdon, lately Deputy Commissioner of Ludhiana in several villages of that district, and have worked with considerable success."

Ráwalpindí Circle.—

"Local Committees of Public Instruction have not been active, but several individuals have done good service in using their local influence in support of the schools. It appears to me that in proportion as the administration improves such assistance as that afforded by associations of private persons must necessarily decrease in importance. The lumberdars of villages may well be employed in keeping up a country road, but when a railroad is established they cannot help the staff employed upon it. So in the case of schools when the machinery of administration is complete, outsiders cannot interfere without doing harm."

Mooltan Circle :—

"The two Local Committees of Public Instruction, one at Mooltan and the other at Jhang have done little or nothing during the year. The School Committees that have been formed from the members of the District Committees to look after the schools out in the districts, are beginning to show good fruits already."

Tahsíldárs.

22. As regards the work of Tahsíldárs, the Inspectors of the Umballa, Ráwalpindí and Mooltan Circles write as follows :—

Inspector Umballa Circle.—

"The Tahsíldárs of some districts, notably Ludhiana, have paid commendable attention to their Schools, but there are other districts, Delhi, Umballa, and Karnál, in which I seldom found any trace of a Tahsíldár's visit. Tahsíldár Muhammad Aqíl of Samrála in the Ludhiana district is the most active of all in this part of his duties. Tahsíldár Sheoparshád of Jagádhrí continues to exert himself in behalf of the district school; but he seldom enters a School outside his Sadr station."

Inspector Ráwalpindí Circle :—

"Similar* considerations apply to the work of the Tahsíldár's in connection with education. The proverbial rule that each man should mind his own business prevents the Tahsíldár from attempting to share the functions of the District Inspector, but he has a part to play in the management of schools and I am afraid does not often play it very zealously. In all that relates to the construction and repair of school buildings, and occasionally in arranging quarrels and encouraging attendance, the Tahsíldárs may do good service when they choose. In some cases I have had the pleasure of commending their work in this way."

Inspector Moolton Circle.—

"The Tahsíl authorities are becoming more and more alive to the responsibilities laid on them in School matters, but as I noticed before in my report on one of the districts, their work would be more effective, if they were to look on school inspection, to some degree, as a separate matter from their other official work, and not make three visits to a school in one year, or one visit in three years according as they may be in the vicinity of the school when out on their district work."

In reviewing the annual report for 1872-73 it was observed by Government that one of the advantages that would result from relieving Tahsíldárs of the existing pressure of judicial work would be the possibility of *insisting* on their paying greater attention, to the supervision of village schools. It will be seen however that their educational duties are still in many cases entirely neglected.

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Results of the Calcutta University examinations.

23. For the first time in the Educational history of the Province, there has been a successful competitor for the Prem Chand Roy Chand studentship examination,† which is open to any M. A. of the Calcutta University during eight years from the time that he passed the Entrance examination. For the Master of Arts

---

* Similar to those which apply to Local Committees.

† The studentship was founded by Prem Chand Roy Chand Esquire of Bombay, who made a donation of two lakhs of rupees to the Calcutta University. The Senate sanctioned the following plan for appropriating the proceeds of the donation :—

1. Five studentships to be called Prem Chand Roy Chand studentships of Rs. 2,000 a year each to be founded and maintained by the interest of the two lakhs and its accumulation during the next five years.
2. Any M. A. of this University to be eligible for one of these studentships during eight years from the time that he passed the entrance examination.
3. Such studentship to be tenable for five years, and one election to be made annually after examination.
4. Candidates to give notice of intention to appear six months before the examination, and to select not more than five of the following subjects each to receive a maximum of 1,000 marks :—

1. English.	6. History of Greece, Rome, England and India, and a general view of the History of Modern Europe from Guizot, Hullam &c. to include political economy.	7. Moral Sciences :—*viz.* Ethics, Mental Philosophy, Logic.
2. Latin.		8. Pure Mathematics.
3. Greek.		9. Mixed Mathematics.
4. Sanskrit.		10. Physical science.
5. Arabic.		

5. The names of the students to be printed in the calendar after the Fellows, and after them, the names of ex-students.

examination of the Calcutta University there was one candidate who passed; for the Bachelor of Arts examination there were 9 candidates—of whom 5 passed; for the First Arts examination 18—of whom 13 passed; and for the Entrance Examination 96 (exclusive of 4 private students),—and of these 58 passed. In the previous year 1 student passed the Master of Arts examination; 3 the Bachelor of Arts examination; 8 the First Arts examination; and 54 the Entrance Examination.

Punjab University College.

24. The Punjab University accounts are made up for the calendar year. At the close of 1876, the endowment fund amounted to Rs. 3,53,489. The income is made up of the interest of money invested, fees and subscriptions, and a Government grant of Rs. 21,000. During the year 1876, the income amounted to Rs. 46,049, or including the balance in hand of Rs. 15,575 at the beginning of the year, to Rs. 61,624. The expenditure was Rs. 49,663.

25. The Punjab University College holds examinations in Arts, corresponding with those of the Calcutta University, in oriental languages and literature, in law, in medicine, and in Civil Engineering. The Proficiency in Arts examination, which corresponds with the First Arts examination of the Calcutta University, and the Entrance examination, are held both in English and in the Vernacular. It was laid down by Government a few years ago, that a knowledge of English should be a *sine qua non* for the High Proficiency in Arts examination, which corresponds with the Bachelor of Arts examination of the Calcutta University. Hitherto the rule has been observed; but the Senate, in forgetfulness apparently of this condition, which had been fully accepted in the first instance, determined recently, that a knowledge of English should be no longer compulsory. The question will no doubt be reconsidered and fully discussed when the bill now under consideration for granting to the Punjab University College the powers of a University shall have become law.

Results of the Punjab University College examinations.

26. For the Entrance Examination of the Punjab University College there were 191 candidates from this Province, besides 10 from Lucknow and one from Barelily. Of these, 22 were private students of whom 11 passed. 151 went up in English, and 51 in the Vernacular; of the former 120 passed, of the latter 31. There were 27 candidates for the Proficiency in Arts examination, of whom 22 went up in English and 5 in the Vernacular; of the former 12 passed and of the latter 1. 7 candidates went up for the High Proficiency in Arts examination of whom 3 passed; and 2 for the Honours in Arts examination, who were both successful. In the previous year 75 students passed the Entrance examination, 66 in English and 9 in the Vernacular; 3 the Proficiency in Arts examination, all in English, and 4 the High Proficiency in Arts examination.

Comparison of the results of the Calcutta University and Punjab University College examinations

27. Of the two students who passed the Honours in Arts examination of the Punjab University College, one was successful also in the Master of Arts examination of the Calcutta University; the other did not appear in the latter examination. Of the three students who were successful in the High Proficiency examination, one passed also the Bachelor of Arts examination of the Calcutta University; the second did not appear in the latter examination, and the third failed. On the other hand one student who passed the Bachelor of Arts examination of the Calcutta University failed in the High Proficiency in Arts examination of the Punjab University College; and three who passed the former examination did not appear in the latter. The results of the First Arts examination of the Calcutta University and of the Proficiency in Arts examination of the Punjab University College agree very closely as regards the students, eight in number, who were successful in both examinations: the candidates having been placed in nearly the same order; and where there is a difference it is generally to be accounted for by the students having taken up certain optional subjects and thereby gained additional marks, which gave them a relatively higher position in the examination of the Punjab University College. One student passed the Proficiency in Arts examination of the Punjab University College and failed in the First Arts examination of the Calcutta University; and two passed the First Arts examination of the Calcutta University and failed in the Proficiency examination.

The standards of the Punjab University College examination compared with those of the Calcutta University

28. In the Proficiency, High Proficiency and Honours in Arts examinations, of the Punjab University College, the standard hitherto maintained has I believe been quite as high as that of the Calcutta University; in some cases it has indeed been higher. Recently, however, changes have been made in the Honours in Arts examination which will have, if actually carried out—which may not I trust be the case—the effect of greatly lowering the standard. The Entrance examination differs materially from the corresponding examination of the Calcutta University. For this examination the English language is, as already stated an optional subject. The nature of the test in English as originally contemplated appears to me to be suitable. I had indeed myself a considerable share in its introduction; and it is almost identical in character with the Departmental Middle School examination in English; though it was of course intended that a higher standard should be maintained. The first examiner however had no practical knowledge of native schools and his papers were much too easy. Subsequent examiners are naturally guided by previous papers, and the result is that the passages given for translation in the Entrance examination are frequently easier than those set for the Middle School examination, which precedes it by several years.

Entrance examination of the Punjab University College.

Both as a leaving examination which is supposed to show that the student has satisfactorily completed his school career, and as an entrance examination, which should prove his fitness to begin his College studies, this examination has been hitherto unsatisfactory. The matter has been several times brought to notice; and I do not know why the evil has not been corrected, since a few lines to the examiner intimating what is required, is all that would be necessary to place this examination on a par, as regards difficulty with the Entrance examination of the Calcutta University, to which it would I think be superior as tending to develope a more practical knowledge of the language if the proper standard were maintained. The Entrance examination in the Vernacular is supposed to be of the same standard as that in English; but it is not so in reality, because there is nothing to compensate for the absence of a knowledge of the English language, which absorbs so large a portion of the time devoted to study by a boy attending an Anglo-Vernacular School. A simple remedy would be to require the student who is not examined in English to take up in its place the subjects prescribed for the lower examination in Persian, Arabic or Sanskrit *i. e.*, for the Munshi, Maulavi or Pragya examination. At all events some alternative subject of equal difficulty with the ordinary English course should be required.

No doubt these matters will be fully discussed and satisfactorily settled when the bill conferring on the Punjab University College the powers of a University shall have become law.

Results of the Oriental examinations of the Punjab University College.

29. For the Oriental examinations in Sanskrit, Arabic and Persian, there were 166 candidates—of whom 69 passed; 9 the higher, 10 the middle, and 18 the lower examination in Sanskrit; 1 the higher, 15 the middle, and 24 the lower examination in Arabic; 5 the higher, 25 the middle, and 59 the lower examination in Persian

Result of the Law Examination of the Punjab University College

For the first examination in law, there were 29 candidates of whom 19 passed. The result of the final examination is not yet known.

Results of the examinations in Engineering and Medicine the Punjab University College

For the first examination in Engineering there were 4 candidates, of whom 3 were successful. None presented themselves for the final examination. 12 candidates appeared in the Junior examination in Medicine—of whom 11 passed; and 4 in the Senior examination—of whom 3 were successful. No examination of Hakims and Baids was held by the Punjab University College during the year under report.

The Oriental College, Lahore.

30. The Oriental College in connexion with the Punjab University College, is now presided over by Dr. Leitner who is also Registrar of the latter Institution and Principal of the Lahore Government College. It is I believe Dr. Leitner's desire and the desire also of the Senate, that this College should be largely attended by hereditary Maulávís and Pandits, who would be afforded an opportunity of improving their knowledge of Arabic, Persian and Sanskrit literature ; and of acquiring at the same time some familiarity with Western knowledge.

Doubtless a few good scholars have from time to time entered the College ; but, as explained in my last report, it has hitherto been recruited chiefly by men or youths whose previous education has been more or less neglected and who have been induced by the offer of small scholarships to enter on the study of Arabic, Persian or Sanskrit. New comers have been generally ignorant of Arithmetic, History and Geography. Many of them had before joining read something of Persian, others a little Arabic or Sanskrit ; whilst some again had very little knowledge even of the Vernacular. Last year the system of instruction in Mathematics, History and Geography was far from satisfactory ; but Dr. Leitner has I understand entirely changed the arrangements for teaching these subjects.

31. 5 students of the Oriental College passed the lower; and 12 the middle examination in Persian ; 5 the lower and 4 the middle examination in Arabic ; and one the lower, 3 the middle and 1 the higher examination in Sanskrit. For the Entrance examination there were 13 candidates of whom 6 passed, 2 in the first instance and 4 subsequently by grace ; and for the Proficiency in Arts examination there were 6 candidates of whom 1 passed. There is an increase since the previous year in the number of successful candidates in all subjects except Persian.

LAHORE COLLEGE.

STAFF :—

DR. G. W. LEITNER, M. A., *Principal.*
DR. C. R. STULPNAGEL, *Professor.*
BABU SASÍ BHUSHAN MUKARJI, M. A., *Assistant Professor.*
MAULAVI MUHAMMAD HUSAIN, *Assistant Professor of Arabic.*
PANDIT BHAGWAN DAS, *Teacher of Sanskrit.*

Number of students in the Lahore Government College.

32. The Lahore College contained at the close of the year 101 students against 67 at the end of the previous year. The average number on the rolls was 75 and the average daily attendance 60. The fees amounted to Rs. 1,340.

Prem Chand Roy Chand student-ship of the Calcutta University.

33. Mul Ráj, who passed the Master of Arts Examination in 1875, went up last year as noted in the Annual Report, for the Prem Chand Roy Chand student-ship: and passed in English and Philosophy; but failed in history. During the year under report he again presented himself and this time proved successful. This I believe is, as the principal observes, the highest academic distinction ever attained in India, out of Bengal.

Results of the Calcutta University and Punjab University College Examminations

34. There was one candidate for the Master of the Arts Examination of the Calcutta University. He passed successfully, gaining the Arnold gold Medal. He, and another student who is a Bachelor of Arts of the Calcutta University were successful in the Honours in Arts examination of the Punjab University, College.

For the Bachelor of Arts examination of the Calcutta University there was one candidate who passed. He and another student went up for the High Proficiency examination of the Punjab University College, in which both were successful.

In the First Arts examination of the Calcutta University, 8 out of 10 candidates were successful; and in the Proficiency examination of the Punjab University College, 10 out of 12; amongst whom 7 of those who pssed the First Arts examination of the Calcutta University were included.

Results of the Departmental examinations.

35. 3 Students of the Third year class and 23 of the First year class went up for the Departmental examination. Of the former, one passed; and of the latter, two.

In the examinations of the Calcutta University and the Punjab University College all the highest places were gained by Lahore. In the Departmental examinations, Delhi did better than Lahore, but on the whole the latter College, was by far the more successful of the two.

The failure of the First year class, is attributed by the Principal, to the unhealthiness of the season and to the absence of some of the best students. The failure of so large a number however, appears to shew that the class was a very weak one, owing probably to the admission of students who passed the Entrance Examination of the Punjab University College, but who did not come up to the standard exacted by the Calcutta University. For the failure of such men, the staff can not be held responsible; and the College is to be congratulated on having achieved on the whole a very great success.

DELHI COLLEGE.

STAFF :—

MR. J. SIME, B. A., *Principal.*
MR. R. DICK, M. A., *Professor.*
BABU ISHAN CHANDRA GHOS, *Officiating Assistant Professor.*
MAULAVI ZIAUD-DIN KHAN, *Assistant Professor of Arabic.*
PANDIT KASHI NATH KUNTI, *Teacher of Sanskrit.*

Changes in the College Staff.

36. Mr. Dick, the Professor of the College, officiated as Principal until the 10th December 1876, when Mr. Sime who had been acting as Inspector of the Umballa Circle, reverted to his permanent appointment. During the year, Mr. P. Kennedy and Lálá Sri Ram, M. A., officiated as Professors for short periods.

Number of Students in the Delhi College.

37. The College, contained at the close of the year, 41 students, the average number on the rolls was 37 and the average attendance 33. At the close of the previous year the college contained 46 students and the average attendance was 37. The falling off was in the higher classes and is to be attributed to the order of Government regarding the abolition of the College. Had the College remained in tact, there would have been a satisfactory increase throughout; more especially in the Second year and the Bachelor of Arts classes ; and the Principal reports that as many as four students were prepared to read for the Master of Arts examination.

Results of the Calcutta University and Punjab University College Examinations.

38. There were 8 candidates for the Bachelor of Arts examination of the Calcutta University ; but one of these, as to whose success the Principal entertained no doubt, was prevented by sickness from appearing. Of the 7 who actually presented themselves, 4 were successful. Five of these candidates went up for the High Proficiency examination of the Punjab University College, of whom 4, including one who had passed the Bachelor of Arts examination of the Calcutta University were unsuccessful. One passed the High Proficiency examination of the Punjab University College, but failed in the Bachelor of Arts examination of the Calcutta University. 8 candidates went up for the First Arts examination of the Calcutta University and 5 were successful. Seven of these eight candidates and one other, appeared in the Proficiency examination of the Punjab University College, but of these two only passed.

Results of the Departmental Examinations

39. Three students of the Third Year Class and nine of the First Year Class went up for the Departmental examinations. The Third year students all passed and of the First year students four were successful.

Several students of the First Year Class were excused attendance, in consequence of their having appeared again just before in the Entrance Examination of the Calcutta University which they had failed to pass in the previous year.

Remarks on the Examination results of the Delhi College.

40. The Delhi College suffered to some extent from the withdrawal first of Mr. Dick and subsequently of Mr. Sime, to act in other appointments and during a portion of the year under report the staff was very weak. There was a large proportion of failures in the examinations of the Punjab University College, but taking all the examinations into consideration the results though not so good as have been sometimes recorded.were decidedly satisfactory ; and as far, as regards the Calcutta University, compare favourably with other Provinces.

So many as four students have never before graduated from either College in a single year and as already stated a fifth student would have probably passed well had he not been prevented by sickness from appearing.

Closing of the Delhi College.

41. The College was closed by order of the Government at the end of the year. Messrs. Sime and Dick were transferred to Lahore as Professors. Maulavi Ziá-ud-Din Khán has been provided with an appointment as Extra Assistant Commissioner and the Pandit is now employed in a District School. The majority of students in attendance at the close of the official year were induced by Mr. Sime to enter the Lahore College.

SECTION IV.

GOVERNMENT SCHOOLS.

General statistics of Government schools

42. The statistics of all Government Schools, are shewn in the following statement :—

Description of Institutions.	Number of Institutions.	Number on rolls at close of 1876-77.	Average number on rolls monthly during 1876-77.	Average daily Attendance.	Total Expenditure.	
					From Provincial services.	From other Sources.
Higher class	8	512	477	389	64,768	6,075
Middle class	171	21,918	21,498	17,524	1,01,054	1,44,525
Lower class	1,254	58,503	59,531	49,766	5,690	2,25,806
Female schools	134	3,269	3,326	2,540	200	14,837
Normal schools	3	293	297	248	19,870	12,602
School of Art	1	68	73	47	14,126	1,190
Jail Schools	28	3,120	3,479	2,939	6,113	263

43. There were at the close of the year, 8 Government Schools of the higher class; 6 Anglo-Vernacular viz :—the upper departments of the District Schools at Lahore, Amritsar, Hoshiárpur, Delhi, Gujrát and Dera Gazí Khan; and 2 Vernacular schools at Ludhiána and Gurgáon.

Government schools of Higher class.

44. The number of boys in the Anglo-Vernacular schools, has fallen from 344 to 303. The falling off is in most cases due entirely to the levy of increased fees, which have risen from Rs. 3,203-10-0 to Rs. 3,802; notwithstanding the smaller number of boys. It was essential that those who enjoy the advantages of an English education, should be required to contribute, more largely towards its cost; and a temporary decrease of numbers, is the inevitable result of the introduction of such a measure. The numbers attending these schools at the close of the year were as follows :—

Number of pupils and fees realized in Upper Class Schools.

Lahore 82; Amritsar 60; Hoshiárpur 40; Delhi 81; Gujrát 34; Dera Gházi Khan 6. The Upper Department at Dera Gházi Khan has been transferred since the close of the year to Jhang, where a good attendance may be anticipated.

45. In the High Vernacular School at Ludhiána, there were at the close of the year 64 boys, the same number as at the end of the previous year. In the Gurgáon Vernacular School, 145 boys are shown in the returns; the boys of the primary school having been included. There were actually some 6 boys only in the Upper Department.

Number of Students in the High Vernacular Schools.

46. For the Entrance Examination of the Calcutta University, there were 55 candidates, of whom 38 passed; for that of the Punjab University College, 110, of whom 92 passed. In the latter number, were included, 27 out of the 38 who passed the Entrance Examination of the Calcutta University.

Results of the Calcutta University, and Punjab University Examinations.

In 1873, 10 students; in 1874,19; and in 1875, 30 students; passed the Entrance Examination of the Calcutta University: and for the Entrance Examination of the Punjab University College, the numbers were, during these years—12, 39 and 52. There has been therefore, a considerable improvement during the last four years.

Altogether 93 boys passed, one, or other, or both of the examinations, against 64 in the previous year. Of these, 21 were from Lahore; 17 from Delhi; 15 from Amritsar, 11 from Hoshiárpur; 7 from Gujrát; 2 from Dera Gazí Khan 16 from Ludhiána; 3 from Gurgáon and 1 from the Normal School at Ráwalpindí. Those from the three latter schools passed in the Vernacular. Lahore holds the

first place in the examinations, both of the Calcutta University and of the Punjab University College, 11 Students having passed the former and 21 the latter, whilst 9 were successful in both examinations.

Drawing and Surveying classes.

47. Drawing and surveying classes, are maintained in the Delhi, Lahore, Amritsar, Hoshiárpur and Gujrát schools. Three students passed the first examination in Civil Engineering of the Punjab University College in the lower division. Of these two were from Amritsar and one from Hoshiápur. None of the students who have passed this examination, have yet obtained employment in the Public Works Department. The following remarks on this subject by the Inspector of the Lahore Circle seem to deserve attention :—

"The teaching of drawing and surveying, has been very successful, in all the three schools, but no sufficient inducement is held out to the boys, to lead many of them to adopt this line of study. When the Government gave out, that success at the Engineering Examination of the Punjab University College, would qualify men, for employment in the Department Public Works, in the same manner as success in the Rurki Examinations, a considerable number of students entered the Engineering classes, and a good proportion of these have passed the required test, but none have obtained Government employment. One of these passed students was employed to officiate for three months for the drawing and Surveying Master of the Amritsar School, and he performed the work in an excellent manner ; and I hear that another of these young men is giving much satisfaction as teacher of Drawing and Surveying in the Oriental College. If Government wishes to encourage students to study engineering, some inducements should be held out to them in the shape of employment in the Department Public Works."

Cricket more popular in Schools of the Lahore Circle.

48. Cricket seems to be more popular in the District Schools of the Lahore Circle than in any other part of the Province. It has been regularly played, during the year in the majority of these schools. The Inspector reports that Amritsar still stands *facile principi*, and that next to it come Lahore, Hoshiárpur and Gurdáspur.

Upper Department of the Lahore School.

49. In the Upper Department of the Lahore School, the number of boys, has fallen from 103 to 82, in consequence of the levy of increased fees. This Institution as already mentioned holds the first place in the Entrance Examinations of the Calcutta University and of the Punjab University College. Although the class was crippled by sickness ; 11 students were successful in the former examination and 21 in the latter. The services of Mr. Staines the Head Master are highly commended by the Inspector.

On the subject of the boarding houses the Inspector writes as follows :—

"The boarding houses have been full during the year, and have been well managed. When sickness was very prevalent in the town, the health of the boarders was comparatively

very good, which was a fortunate circumstance as the arrangement for medical attendance by an Assistant Surgeon from the Mayo Hospital has not proved at all successful. I urgently beg to draw attention to the following remarks of the Head Master :—'The Toshakhána has long been out of repair, and no amount of care will give it a tidy appearance, in its present condition, which moreover, can hardly conduce to habits of order and cleanliness. The funds scarcely admit of our keeping up two establishments, and it is only by working on the cheapest scale, that we can maintain them. This evil could be removed by adding a few rooms to the upper storey of the Toshakhána."

Upper Department of the Amritsar School.

50. The number of boys in the Upper Department of the Amritsar School has fallen from 65 to 60 ; whilst the fees have risen from Rs. 472 to Rs. 745 ; notwithstanding the great sickness that prevailed, the results of the examinations were very satisfactory, two passed successfully the Engineering examination of the Punjab University College ; 6 candidates out of 8, passed the Entrance Examination of the Calcutta University ; and 15 out of 17, the corresponding examination of the Punjab University College, one of these, Sardár Gurdyál Singh being at the head of the list.

The services of Mr. Carne, who was in chargo of the school throughout the year are highly commended. There is a large handsome school building, but it is insufficient to accommodate the whole of the Upper and Middle Departments, and a portion of the latter is located in a hired building. If additional rooms were erected in the school compound there can as the Inspector remarks, be no doubt, that the results would be better teaching, large attendance and increased fees.

Upper Department, of the Hoshiárpur School.

51. At Hoshiárpur, there has been a falling off, of two in the Upper School, whilst the fees have increased from Rs. 383-8-0 to Rs. 471-11-0. Less than half the boys in the Upper and Middle Departments, belong to the town of Hoshiárpur. The wealthy men who belong to the trading classes, will not educate their children. The Hoshiárpur Upper School, may be considered in some sense to have taken the first place in the Entrance Examination ; as the entire class of twelve boys, were successful in the examination of the Calcutta University or of the Punjab University College. Regarding the work of the Upper School staff the Inspector writes as quoted below. Mr. Kirkpatrick, has worked well at Hoshiárpur, and the Deputy Commissioner also entertains a high opinion of his services. It is to be regretted, however, that he has been guilty of a serious irregularity.

" The general state of the school throughout the year has been highly satisfactory. The staff of teachers has worked diligently and well. Mr. C. S. Kirkpatrick who had charge of the school during the year, with the exception of two months in the hot weather, has exhibited great zeal and judgment in its management and has been successful in instilling an

excellent tone into the whole mass of teachers and pupils. Lálá Daya Rám has been very successful as teacher of Mathematics in the upper school. Great credit is also due to the Drawing and Surveying master, Amrit Rai, who has effected great improvement in his class. Some of the students have been employed to draw maps &c. for the Deputy Commissioner and District Engineer, and on one occasion the Drawing master and some of his pupils were able, during some holidays, to combine profit with practice by accomplishing a difficult survey in the low hills to demarcate a disputed boundary in a Forest enclosure case."

Regarding the Boarding House, the Inspector writes in the following terms. Mr. Kirkpatrick has been particularly successful in his management of this Institution :—

" As already mentioned, there is a very large number of boys in the school, who have come in from all parts of the district, a good number indeed from the Jullundur district also, for instruction in this school. Some of these live with relations, but most of them desire to have accommodation in the Boarding House. The present building is small and ill ventilated, and by no means suited to the requirements of the place. It was proposed to build a new Boarding House from the district funds of the Hoshiárpur and Jullundur districts at a cost of Rs. 15,000, but some difficulty occurred in the final arrangements, and nothing has yet been done. Though the present building is quite unsuited for the purpose, the health of the 80 boarders, who were crowded into it was exceptionally good during the autumn, when the town, and indeed the whole Doáb, suffered very severely from the prevalence of fever. This was entirely due to the excellent arrangements made by Mr. Kirkpatrick."

Upper Department of the Delhi School.

52. In the Delhi upper school the number of boys, has fallen from 95, to 81, whilst the fees have risen from Rs. 974 to Rs. 1206. Out of 13 candidates, 8 passed the Entrance Examination of the Calcutta University; and 18, out of 20, were successful in that of the Punjab University College. The other classes were hardly so successful, but the school has suffered somewhat, from changes in the Educational Staff; and seems to be in better order than could have been expected under the circumstances. Regarding the falling off in number, the Inspector offers the remarks quoted below. It is remarkable how much less enterprising and less ready to leave their homes are the boys of the Districts in the neighbourhood of Delhi than in the Punjab proper, but the levy of increased fees has no doubt affected the attendance.

" The decrease in the Upper School is accounted for by the fact that an unusually large number passed the Entrance Examination and there was not a corresponding number of recruits from the middle department. Boys who pass the middle school examination from other District schools are encouraged to join the upper department in Delhi; but so strong generally, is the objection to leave home, that very few; even of those, to whom scholarships are offered, care to accept the assistance. Out of the 40 boys, who were eligible for admission into the VII class, at the beginning of the year, 24 only have joined, and of these 4 only came from outside Delhi."

53. At Gujrát, the number of boys in the Upper Department, has risen from 27 to 24 ; and the fees amounted to Rs. 236 against Rs. 397-4-0 in the previous year. The results of the Entrance Examination were satisfactory 7 out of 9, having passed the examination of the Calcutta University ; and 6 out of 8, that, of the Punjab University College. The Gujrát School like that at Delhi, suffered from changes of teachers, consequent on the arrangements, neccessitated by the introduction of a revised scale of establishments. Regarding the work of Mr. Buchanan, the Head Master, and Mr. C. E. Kirkpatrick, who acted for him in the previous year the Inspector reports as follows :—

Upper Department of the Gujrát School.

" It was shewn in last year's report, that the number in the Gujrat District School, had fallen off to a serious extent, owing to the unpopularity of Mr. C. E. Kirkpatrick, whose discipline had been needed, but who seems to have been lamentably deficient in those qualities, which conciliate the good will of subordinate teachers and boys. Mr. Buchanan, returned to his post before the commencement of the year under review, and has succeeded in restoring the numbers, nearly to the position, in which they stood two years ago. I have often had occasion to comment unfavourably upon Mr. Buchanan's want of method and the slovenly style in which he allows school work to be conducted, but it is due to him to say that his work is acceptable to the people, and on the whole has not been unsuccessful."

54. The Upper Department at Dera Gazí Khán contained 12 boys at the beginning of the year ; and a report having been circulated that this Department would be closed, the number fell to 6 at the end of the year. Two students were successful in the Entrance Examination of the Punjab University College. The Inspector and Deputy Commissioner agreed, that there was no object in maintaining the Upper Department at Dera Gazí Khán ; and there has long been an urgent need of one at Jhang ; to which school it was accordingly transferred. In the course of two or three years, it will, I hope, be practicable to establish another Upper Department at Mooltan.

Upper Department of the Dera Gazi Khan School.

DISTRICT SCHOOLS.

Middle Class.

55. There are 25 district schools of the middle class including the middle departments of the Lahore, Amritsar, Delhi, Hoshiárpur, Gujrát and Dera Gazí Khan schools. These schools contained at the close of the year 3,245 scholars. The middle department of the Ludhiána Vernacular school contained 99 and the Anglo Arabic school at Delhi, which is supported from the endowment of the late Nawab Fazl Ali Khan contained 129 boys. There are branches of the middle class connected with the district schools at Amritsar, Lahore and Gujrán-

Statistics of the Government Schools of the Middle Class District Schools.

wala. These contained 143, 144, and 76 boys respectively. Altogether there are 3,736 boys in middle schools under the direct management of the department. At the close of the previous year the number was 4,025. The falling off is due to the levy of increased fees which amounted to Rs. 17,279, against Rs. 13,437 in 1875-76.

Results of the Middle School Examination

56. The number of successful candidates from district schools for the middle school examination was 121, including 6 from the middle department of the Ludhiana High Vernacular school and 23 from the Anglo Arabic school. In 1875-76, 91 boys from these schools passed the examination. The largest number of failures occurred in English Persian and Arithmetic. Out of 316 candidates 124 failed in English, 65 in Arithmetic and 46 in Persian.

The numbers passed by the Amritsar and Hoshiarpur Schools in the Middle School Examination.

57. The Amritsar school again passed the largest number of boys; and had it not been for the great sickness that prevailed during the autumn, a still larger number would probably have been successful. From Hoshiárpur, 9 boys were successful, a very fair number considering the size of the class; and two boys went up to the Entrance examination of the Rurki College, where one gained the first and the other the fourth place. Seven boys passed from Kohát; three of these won very good places, their average marks being considerably higher than those of the first three boys in any other school in the province.

Lahore Middle School.

The Lahore middle school, has improved during the year, though it had various difficulties to contend against. The highest class suffered from the failing health of the late head master, the incapacity of the officiating master, and some from the prevalence of sickness. There was some falling off in numbers owing mainly to the levy of higher fees which amounted to Rs. 2,455 against Rs. 1,945 in the previous year. Regarding the attendance in the Upper, Middle and Lower departments the Inspector writes as follows :—

"In the year 1870-71, when the Lahore district school was transferred from the charge of the Principal of the College to that of the Inspector, the number of boys in the upper department was 54, in the middle department 81, and in the lower department 109; giving a total of 244 boys. There were then no branch schools existing. Since that time four branch schools have been opened and have flourished; and the number of boys in every department of the school has steadily increased. At the end of the year under review there were in the upper school 82 students, in the middle 383, and in the lower and branch schools 499 boys, making a total of 964, but this total, large as it is in comparison with that of 1870-71, is less by 262, than the corresponding figure for 1875-76. The causes of the decrease in the number of the students have been twofold. In the middle school, where the greatest proportion of the loss occurred, the principal cause was no doubt the high rate of fees which the boys were strictly required to pay; but the Head Master reports that there

was also another cause which led a large number of boys to leave the school. When Mr. Staines* returned at the beginning of the year, from officiating in a higher appointment, he found that his *locum tenens* had promoted boys from class to class without proper discrimination, and that it was absolutely essential for the proper working of the school that there should be an entire re-organization of the classes. A large number of the boys who had been improperly promoted by Mr. Buchanan, had thus to be sent back to their former classes, and most of them as usual left the school. Thus before the end of the first month in the year the number of boys had largely fallen from this cause alone. The loss of numbers in the branch schools is also attributable to two causes; one was the great sickness that prevailed in the city for several months, and from which both boys and teachers sufferred severely; the other was the fact that a number of free schools of a similar class were established in the city by Muhammadans, and drew away a number of our boys. I may also mention that the mahájaní class of one of the schools containing about 60 scholars was closed in October by Mr. Pearson during my absence on leave."

Amritsar Middle School.

The Amritsar middle school, has made good progress under Harí Singh the Head Master. As already stated it sent up the largest number of successful candidates to the middle school examination, previous to which the school was closed for some weeks in consequence of sickness. The prevalence of fever and the increased fees have tended to reduce the attendance.

Hoshiarpur Middle School.

The success of the Hoshiárpur middle school in the Rurki and the middle school examinations has been already noticed. Therehas been a slight increase in the number of boys and the fees have risen from Rs. 882 to Rs. 979.

Ráhon, Núrpur, Gurdáspur, Batála, Gujránwala and Ferozepore Middle Schools.

The progress of the schools at Ráhon, Núrpur, Gurdáspur, Batála, Gujránwálá and Ferozepore, is thus described by the Inspector. Most of the District schools of the Lahore Circle suffered from fever; and it will be seen from the extracts here given from the Inspector's report, how terrible were the effects of this sickness at Ferozepore.

Ráhon Midddle School.

"The results of the middle school examination shewed very badly for this school, only one boy passing out of 8 who were examined. How this failure was attained, I cannot explain as Mr. Pearson visited the school shortly before the examination and gave a good account of its condition. The general state of the classes is, I think, better than it was last year, and I have good hopes of the future progress of the school. Lálá Basant Rám was officiating as Head Master during the greater part of the year, and made over charge to Shaikh Sándhi in January. The teachers generally have worked well. Considerable improvement has taken place in the teaching of the lower school, as proved by the result of the lower school examination at which 28 boys passed out of 32 examined."

* Head Master of the Upper School who superintends also the Lower School and branches.

Núpur Middle School.

"The progress of the school has not been at all to my satisfaction, six boys went up to the middle school examination and all failed. The condition of the classes is generally unsatisfactory; and this is not due altogether to the deficiency of the teachers, for the staff has been efficient and industrious; but in a very great measure to the impoverished condition of the people, which compels them to think more of earning a scanty livelihood, than of acquiring a good education. I have already more than once expressed my opinion, that Núrpur is not a suitable site for a district school and further experience has confirmed this view."

Gurdáspur Middle School.

"The condition of this school from the highest class to the lowest is excellent. In the lower school, the little boys receive an admirable elementary education, and are thoroughly well grounded before they begin the higher studies of the middle school. In the latter, the teachers work well together, and the Head Master maintains a careful supervision over all; so that every class and every subject has ample justice done to it. Eighteen boys went up this year to the lower school examination, and they all passed well in every subject. For the middle school examination there were 12 candidates of whom 6 passed. The present 6th class contains 18 boys, who promise to do remarkably well at the next middle school examination. The Head Master, Amolak Rám is deserving of the highest praise, for the admirable manner in which he has discharged his duties."

Batala Middle School.

"The Batála school has made immense progress in respect of increased numbers during the year. The number of boys in the middle school has increased from 153 to 179, and in the lower schools from 357 to 508. The whole number of boys under instruction in the district school and its branches, was thus 687, a larger number than in any other town, perhaps, in the province, except Delhí, Lahore and Amritsar. I do not think however that this large number of boys will be maintained; for I understand that some Mission Schools have been opened in the town, in which no fees are taken, and which have already drawn away a considerable number of our boys. The fees have increased in a still larger proportion than the boys, the income for the year being nearly double what it was in the previous year. In the middle school Rs. 697 were collected, and in the lower schools Rs. 702, against Rs. 339 and Rs. 375 respectively in 1875-76.

The great increase in the number of boys was no doubt due to the energy and local influence of the late Head Master Pandit Kishn Gopál, who deserves great credit for the improvements he effected in the school. It was unfortunate that his usefulness was marred by a harsh and unconciliatory manner, which alienated his subordinates and led to intrigues against him, which irritated him into a rash and injudicious course of action that eventually necessitated his removal. He was succeeded in November by Lálá Rám Saran, who has shewn great temper and judgment in calming down the troubled state of affairs that he found in the school, and from whose steady work I anticipate good results. Though the 6th class failed badly at the middle school examination, only one boy passing out of 9, I consider that great improvement has taken place generally in the teaching of the classes. The condition of the branch schools has decidedly improved, and 66 boys passed the lower school examination, out of 69, an improvement of about 30 per cent. on the previous year."

Gujránwála Middle School.

"The general condition of the school has decidedly improved during the year, and I confidently anticipate still more satisfactory progress. Eight boys went up to the middle school examination and 4 passed. At the

lower school examination, there were fewer boys examined, but a very much higher percentage of passes. Mr. C. E. Kirkpatrick held charge of the school during the last nine months of the year, and managed it wirh skill and judgment. As noted above, the branch schools were reorganized. Inefficient teachers were discharged, and the pay of the whole establishment put on a graded scale. The third class of the middle school was constituted a branch under efficient English and Oriental teachers, and the head teacher of it was appointed superintendent of the lower branch schools, a measure which has conduced much to their efficiency."

Ferozepore Middle School.

"The Ferozepore school suffered terribly from the fearful sickness which ravaged the town and its neighbourhood during the months of September, October, November and December, and caused the death of something like one-fifth of the inhabitants. There were none either of the boys or teachers who escaped the fever; and there was hardly a single family, which did not lose one or more of its members. In the month of October, out of a total number on the books of about 500, the average attendance was only 12; and when I visited the school in December, only some 60 or 70 boys could be collected, some of whom were still suffering from fever, and all of whom shewed traces of the disease in their pale faces and emaciated figures; under these circumstances it is not surprising that the number of pupils greatly decreased, and the fees fell months into arrears. The conduct of the Head Master and his Assistants in these trying times was deserving of the highest praise. Though suffering themselves from the prevailing fever, they remained at their posts, and did their utmost to keep their boys together and carry on the school work. The returns shew a total of only 95 boys in the middle school at the end of the year, or 64 less than at the beginning, while the number in the lower school fell from 351 to 289. Owing however to the great exertions of the Head Master, the fees, though necessarily not so large as they would have been under better circumstances, shew a decided improvement on the previous year, Rs. 675 having been collected in the middle, and Rs. 471 in the lower schools, against Rs. 580, and Rs. 390 realized in 1875-76.

It is needless to say that the terrible visitation of sickness described above had a fatal effect on the progress of the classes, notwithstanding the strenuous efforts of the teachers. Before the epidemic began the classes were in a very promising condition, but the severity of the sickness threw them into utter confusion. The names of 8 boys were sent up for the middle school examination, but only 5 were able to present themselves and these all failed. At my last visit I noted that during the year, there had been a very marked improvement in the English accent and pronunciation of the boys, and also in their translation from English to Urdu and in their English dictation and writing. The lower schools sent up only half the usual number of boys to the lower school examination, and only half of those passed. Lálá Atmá Rám, B. A., the Head Master deserves great credit for his successful exertions under very trying circumstances, and so do his assistants Roda Mal and Rajab Ali."

Delhi Middle School.

58. The progress of the middle school at Delhi has been satisfactory and 14 boys passed the middle school examination. Fees amounted to Rs. 1,196 against Rs. 886 in the previous year. There has been a slight decrease of numbers. The Anjuman-i-Islám of Delhi have very liberally offered to pay the fees of poor Muhammadans attending the Government middle school. The Inspector reports that Háji Kutbud-

dín the President of the Society and Saiyid Asgar Ali the Secretary are very earnest in encouraging education among their co-religionists.

Ludhiana Middle School.

The two higher classes of the middle school at Ludhiána are composed principally of boys, who have come in from various parts of the district after passing the primary school examination, to study at their own expense for the middle school examination. The school was not very successful last year in the middle school examination, only six candidates having passed out of 20 who presented themselves.

The following remarks regarding the Anglo Arabic School at Delhi and the district schools, at Rewárí, Karnál, Bhiwání, Rohták, Jagádhrí, Rupár and Simlá are from the report of the Inspector of the Umballa Circle :—

Anglo Arabic School Delhi.

" The next on the list is the Anglo Arabic School at Delhi supported by the Náwab endowment fund. It has in its middle department 129, and in its lower 137. The corresponding figures for last year were 103 and 126. There have been one or two changes in the staff of teachers during the year. Shaháb-ud-dín Hasan of the Delhi College is the Head Master, and Sujád Mirzá, appointed in July last, the 2nd master. The classes in both departments have made satisfactory progress during the year; and I am glad to report that there are now 104 boys in the middle school reading Arabic; last year there were only 71. I think it was a mistake to make the study optional, and I am trying to return to my original scheme. The school has been fairly successful in the middle school examination; 5 candidates went up and 3 passed, 2 of them taking very good places in the list. By the lower school standard 37 passed out of 52 examined. The school is located in a hired building which though conveniently situated for the Muhammadan population, is not sufficiently commodious. It is difficult however to get a house in this part of the city large enough for both departments of the school."

Rewárí Middle School.

" The attendance at the Rewárí school has fallen from 542 to 508, but the decrease is entirely in the lower department. The Head Master thinks that it is but temporary and that the branch schools will recover themselves very shortly. The fees have risen from Rs. 976 to Rs. 1.402 and this may partly account for the decreased attendance owing to the withdrawal of boys formerly free.

Lálá Sheoparshád has maintained his reputation of being one of the most efficient Head Masters in the Circle."

The school house accommodates the middle department only, all the lower departments being located in buildings in the town. Even for the Middle School classes the accommodation is totally inadequate and I hope it will be possible this year to add two extra class rooms to the building. There are 12 boarders now living on the school premises. The boarding house is a commodious one, and can well accommodate double the number. It is supported by the Rewárí Municipality.

In the Middle School examination there were 13 candidates and 6 were successful. This is not a very satisfactory result. The failures were all in English. There were 84 boys presented for the lower school examination and 64 passed. The examination of the rest of the classes was on the whole satisfactory; and there is now a large class of 25 preparing for the next middle school examination. The six branch schools forming the lower

department have been well managed throughout the year, and are very popular among the inhabitants.

This school has been very steady in its progress for several years past."

Karnál Middle School.

" The Karnál district school has 301 names on its rolls, compared with 295 at the close of last year. There has been a very slight increase in each department. The expenditure has increased from Rs. 7301-1-0 to Rs. 7691-12-0 and the fees have risen from Rs. 421-3-0 to Rs. 640-13-0. Mr. Carbery has been Head Master throughout the year, but he has not had a very efficient staff to support him. The results of the annual examinations have not been favourable. In the middle school examination all the 8 candidates sent up failed ; and in the lower school examination 24 passed out of 26 who appeared. In my own examination of the school, I found very serious deficiencies. Persian especially had been badly taught, and the classes were weak in Arithmetic. The present 6th class will scarcely be fit for the next middle school examination unless very considerable improvement is effected. The school house has had two extra rooms built and there is now sufficient accommodation for all the classes.

The boarding house has been well managed, and a room apart from the sleeping rooms has been added for the boarders to prepare their work in, out of school hours."

Bhiwáni Middle School.

" The Bhiwáni school is making little or no progress ; it is the most backward of all district schools in this Circle. It has in the middle department 66 boys, and in the lower 236. Last year the numbers were 63 and 250, so that there has been a decrease of 11. The collection of fees has however increased from Rs. 167-11-0 to Rs. 306-9-0 in the Middle School, and from Rs. 238-5-0 to Rs. 271-2-0 in the Lower School, making a total increase of Rs. 171-11-0 ; considering the usually antagonistic attitude of the people of Bhiwáni this increase in the fees is a triumph which the Head Master may reasonably be proud of. Jamná Dás has been more successful in his management than any of his predecessors ; and his assistants generally have co-operated with zeal.

The results of the annual examinations are given below :—

Middle school examination candidates 5 ; passed 2.

Lower school do. do. 27 ; do. 21.

The Middle school results are very inferior. The Lower school passes are more satisfactory. By the results of Oral examination, the classes are not above the average in their best subjects, and a good deal below that in their worst. Persian Grammar, Geography and Translation from English into Urdú were the chief deficiencies."

Rohtak Middle School.

" The attendance at the Rohtak district school stands still, there being an increase of 4 only. There are in the Middle department 93 boys and in the Lower 209. The fees have risen from Rs. 498-2-0 to Rs. 650 ; and the years expenditure from Rs. 6132 to Rs. 6228.

The result of the Middle School examination was below the average ; of a class of 11 boys 6 were sent in, and of those 2 only succeeded in passing ; 26 candidates were examined by the Lower School standard, 20 passed. The Oral examination of the classes was far from satisfactory. Persian and Arithmetic being the weak subjects in the Middle School and Urdú Grammar in the Lower department.

The school house suffered a good deal from the flood which broke in on Rohtak, and has been under repair for several months; and during this time there has been some difficulty in accommodating the classes in different rooms. This building is the best school house in the Circle.

The boarding house, which is supported by a contribution from district funds, is popular. The house is a hired one in the town, but I propose to convert the Head Master's house which is now vacant into a boarding house."

Jagádhrí Middle School.

"The Jágadhrí school has decreased by 78 in the attendance and the falling off is in both departments. There are now 125 and 379 boys in the Middle and Lower schools respectively, while last year the numbers were 149 and 433. The Head Master Hírá Lál ascribes the decrease to the strict levy of fees which have risen from Rs. 762 to Rs. 994. The expenditure on the school for the past year was Rs. 6,261-1-0 compared with Rs. 6,741-7-0 for the year before.

Hírá Lál has been Head Master throughout the year, and in some respects he has effected considerable improvements, especially in the teaching. But otherwise, I was not very well satisfied with his management. In the matter of the boarding house, which has been built now nearly two years he had made no attempt to arrange for servants, cooking, &c., and consequently no boys have come to live there, and up till now it has been unoccupied. He was also neglectful about the branch school funds, and has allowed the subscriptions to fall greatly into arrears. He does not seem able to move of himself in any matter without instructions.

The school house is in a wretched condition. Three or four years ago plans and estimates were prepared for a new building, but for some reason or other the funds sanctioned have been allowed to lapse and nothing has been done. The building in its present condition is, I believe unsafe. The accommodation it affords is totally inadequate; so much so, that the 3rd class of 70 boys cannot be made into two divisions, because there is not a room to put the 2nd division into. I found them all in one room which would not conveniently hold more than half the number. I have called the attention of the Deputy Commissioner to this matter and really trust something may be done soon.

In the results of the Middle school examination Jagádhrí stands second in the Circle, 5 boys were sent up and there was only one failure. In the Lower school examination 27 passed, out of 41. The classes generally are weak in Arithmetic. English and Persian have been fairly well taught."

Rúpar Middle School.

"In the attendance at the Rúpar school, there has been during the year the very considerable decrease of 135. The number has fallen from 429 to 294 and the falling off is in both departments. I am not able to account for the fact, that not only in the two schools of Jagádhrí and Rúpar, but throughout the schools, Vernacular as well as English of the Umballa district there has been a decrease in pupils. There is no such uniform falling off in any other district, and I cannot find any extraordinary causes to which to trace it. In the case of the Rúpar school the strict levy of fees cannot be held accountable, for they have only been increased by Rs. 6. There has certainly been a good deal of fever; but sickness would affect rather the average attendance.

The Rúpar school stands well in the Middle school examination, passing all its 3

candidates. There were 7 boys in the class, but 4 of them were unable to present themselves as they were suffering from the effects of the fever, which has prevailed so much in the town during the year. In the Lower school examination there were 26 candidates, of of whom 22 passed. I found the 4th and 3rd classes very weak in Arithmetic and the Middle School generally backward in Persian Grammar. In all the other subjects very good progress has been made."

Simla Middle School.

"The Simla district school has 50 boys in the middle department and 59 in the lower, showing an increase in each, and a total increase of 28 names. There has been a satisfactory rise in the fees, viz from Rs. 217 to Rs. 357.

The Head Master Bhagwán Singh has had many difficulties to contend against, and found the school when he took charge of it in a very low state. There are now some signs of improvement; but I regret to state, that on my visit of inspection, I found a bad feeling amongst the teachers, which must altogether preclude all proper co-operation.

The results of the annual Middle School examination were bad, the 3 candidates sent up all failed. In the Lower School examination 29 passed, out of 38. Mr. Sime held the annual examination of the other classes in October; and reported that with some few defects fair progress had been made.

The school house is in good order. The boarding house has 18 inmates, 12 of them receiving subsistance from the Hill Chiefs fund, and 6 supporting themselves."

Middle Schools in the Rawalpindi Circle.

59. In the Rawalpindi Circle the Jhelum, Bhera and Kohat schools have suffered more or less from frequent changes of Head Masters occasioned by the illness of the Head Masters themselves or their families, by the general reorganization of school establishments and by other causes. The Jhelum school suffered also from the introduction of a higher scale of fees and the prevalence of sickness. The Kohát school as already noticed achieved a brilliant success in the middle school examination. The following extracts on the schools above mentioned and the district school at Abbotabad are from the Inspector's report :—

Jhelum Middle School.

"The district school Jhelam has suffered so much from the change of Head Masters, the new scale of school fees, and autumnal sickness, that the Head Master's report is a continued apology. I am satisfied however, that the school is in a sound condition if the administrative difficulties can be successfully surmounted.

Not including changes in the subordinate staff of teachers, from March to August the school was under no less than 5 different Head Masters, 3 of whom in the opinion of the Civil Surgeon were not in a state of health to do their duty.

Bábú Shámá Charn Ghos the present head master is popular and efficient. With more energy and self reliance he would direct the work of his assistants and control the disposition of each to do what is most agreeable to himself, but except in this important particular, I am well satisfied with his management of the school."

Bhera Middle School.

"The Bhera district school is now going on well. Up to August the Head Master was Bábú Shámá Charn Ghos who is now at Jhelum. Soon after he left, the school was inspected by Mr. Clarke, who was well satisfied on the whole, although he took occasion to point out defects in the teaching of certain subjects. From September to January the school was in charge of Wáhábud-dín who had taken sick leave from Jhelum in April. Wáhábud-dín, who was preparing himself for an examination in law, seems to have performed his duties in a perfunctory manner, and also by his injudicious conduct fomented disturbances which for a time had a very bad effect upon the school. Eventually he went about his private business without obtaining leave, and his name was struck off the rolls.

The present Head Master Jam'iyat Rai appears to be competent. The post is somewhat higher than what he is entitled to by his attainments and standing in the department; but I have great hopes that he will establish his claim to be confirmed. For the middle school examination, two boys passed out of six candidates, this was perhaps as good a result as could be expected under the circumstances."

Kohat Middle School.

"The general state of Kohát district school is as satisfactory as possible, considering that it has been under four different Head Masters during the past year.

The middle school examination was a great success. There were 7 candidates, all of whom passed, obtaining good places in the list. Two boys belonged to last year's 5th class, but had been allowed to join the 6th class and proved not to be inferior to the others. Great credit is due to Shaikh Sandhí who was Head Master during the 6 months before the examination and who trained them with great care. I am afraid however that these boys absorbed an undue share of his attention. My examination of the school shows that all classes have made fair progress in all subjects, but that hardly any subject has been so strongly prepared as it might be.

A third of the boys in the lower school and nearly the same proportion in the middle school belong to agricultural families. I hope, therefore, that the Deputy Commissioner will recognize the claim of the school to support from the District Fund whenever there may be occasion to strengthen the staff of teachers, or to provide a new building."

Abbottábad Middle School.

"Abbottábad district school suffered considerably two years ago from the necessity of expelling or suspending several of the senior boys, who had taken part in an unfortunate quarrel between the Head Master and an Assistant teacher. The school was inspected twice during last hot weather by Mr. Clarke, who did not find the classes well prepared, but thought that considering the weakness of the staff fair progress had been made.

Recently two good teachers have been added, and there is every hope that the school will be in better order than it ever has been hitherto. The numbers on the roll and the amount of fees have already increased considerably.

Maiyá Lal the Head Master is laborious, and on the whole has given satisfaction. He has received a good deal of assistance from Major Waterfield, the Deputy Commissioner, and other officers in the station. Some time ago measures were taken for the construction of a boarding house and the enlargement of the school building, but owing to financial pressure nothing has yet been done. It is to be hoped, however, that the district funds will be able to bear the cost of providing accommodation for those who come from a distance.

In frontier districts it is especially desirable that the sons of good families on either side of the border should have an English education."

Middle Schools in the Mooltan Circle.

60. In the middle departments of the three District Schools of the Mooltan Circle the number of boys has risen from 404 to 420 and the average attendance fron 305 to 323. The fees amounted to Rs. 1,019 against Rs. 773 collected in the previous year. As already stated the upper department of the Dera Gází Khán school has been transferred to Jhang. From the Mooltan school, 4 candidates were successful in the middle school examination ; and several others nearly approached the standard required. The school has greatly improved and will I hope soon take its proper place as one of the principal schools of the province. The Inspector reports as follows :—

" There was a marked improvement not only in the pronunciation and general style of English reading, but also in the construction of English sentences from the vernacular, while arithmetic and geography were generally fair. The only fault to be found was in the Persian reading of the lower classes. The collection of fees for the year was Rs. 563-11-2 which is an excess of Rs. 146-6-2 over last year.

The school house, with the exception of needing a few petty repairs, is in a very good state ; but it has not sufficient accommodation for the number of boys in attendance. I have sent up an application with plan and estimate for a large hall to be added on to the present building, for the convenience of the school in its daily work, and also for holding the middle school and other examinations ; but it is not yet known whether the funds will be sanctioned or not ; and in the meantime efforts are being made to get a suitable building close to the school to turn the lower school into. Besides the regular school staff there are an Arabic and a Sanskrit teacher attached to the school and maintained from Municipal and Punjab University funds, 17 boys attend the Sanskrit and 6 attend the Arabic class from the middle department and besides these 16 outsiders are studying Sanskrit and 11 studying Arabic."

Dera Gazi Khan Middle School.

The Dera Gazí Khán school supplied only one successful student to the middle school examination. The upper department has now been transferred to Jhang, where it will be recruited by boys from various middle class schools. The middle department should improve greatly in the course of the ensuing year, as the staff is much more efficient than it has ever been before.

Jhang Middle School.

The result of the middle school examination was discreditable to the Jhang school. The classes below the 6th are reported to be in fair order.

Statistics of the Government Anglo-Vernacular & Vernacular Schools of the Middle Class.

61. The number of Government schools Anglo Vernacular and Vernacular of the middle class under the management of Deputy Commissioners at the close of the year under report, was 144, against 116 in the previous year. The number

of scholars on the rolls was 18,345 against 14,428 at the close of the previous year, and the average attendance 14,880 against 11,970. In these figures are included all the boys, even those of the lower classes attending the schools as the system of showing the statistics of the lower departments separately as is done in the case of district schools, has not yet been introduced. Of the 18,345 boys 12,204 are in the lower schools and 6,141 in the four upper classes which form the middle school proper. The number of boys in these four classes at the close of the previous year was 4,539.

Results of the Middle School Examination.

62. There were 631 candidates for the middle school examination from Government schools under the management of Deputy Commissioners, of whom 21 passed the Anglo-Vernacular and 157 the Vernacular examination; against 7 who passed the former, and 101 the latter examination in 1875-76. There are four schools which are maintained on the grant-in-aid system; 2 are Anglo-Vernacular and 2 Vernacular, against 6 of the former and 9 of the latter at the close of the previous year. Most of these schools were constituted Government schools during the year under review. In the four aided schools there were 543 boys; 8 candidates went up for the middle school examination, 2 of whom passed the Anglo-Vernacular and 1 the Vernacular examination.

Anglo Vernacular and Vernacular Schools in the Umballa Circle.

63. In the Umballa Circle there were at the close of the year 49 Government middle schools under the management of district officers, of which 6 were Anglo-Vernacular. There were 2 Anglo-Vernacular schools and 1 Vernacular aided school under the same management. The number of students in the Government schools was 6,048 against 4,425 at the close of the previous year, and the average attendance rose from 3,633 to 4,875. Fees amounted to Rs. 3,111 against Rs. 1,771 in the previous year. These schools sent up 240 candidates for the middle school examination, of whom 76 were succesful, 4 having passed the Anglo-Vernacular and the rest the Vernacular examination.

From the Gurgáon, Umballa and Ludhiána districts, a larger number of students were successful in the Vernacular middle school examination than from any others in the Province. A boy from the Punáhána school in the district of Gurgáon gained the highest place in this examination. The schools of Máni Majra in the Umballa district and Jagráon in the district of Ludhiána, are specially worthy of mention. Regarding the school at Sirsa where an English department is maintained on the grant-in-aid system the Inspector writes as follows :—

"The Sirsa school is very much improved and beautified, a garden with a fountain in the centre has been laid out round the house, and a school bell has been put up by Mr. Wakefield, Deputy Commissioner. A good building is a great help towards making a school popular. There is no Government District school in Sirsa, and I should be very much pleased to see the aided school raised to this grade."

64. The Lahore Circle contained at the close of the year 54 Government schools under district officers, of which 10 were Anglo-Vernacular. The number of boys on the rolls was 6,289 against 5,838 at the close of the previous year, and the average attendance was 5,068 against 4918 during 1875-76. The fees rose from Rs. 2,467 to Rs. 3,113. In the middle school examination 11 Anglo-Vernacular and 50 Vernacular students were successful.

Government Anglo-Vernacular and Vernacular Schools in the Lahore Circle.

This result is unsatisfactory, but is due mainly to the terrible prevalence of fever in the districts where some of the best schools are situated. The middle schools of the Jullundur district still stand first in the circle ; and of industrial schools, that, at Phillour, was the most successful. The junior classes were found to have received much more careful attention than in previous years.

65. There were 16 Government middle schools containing 2,543 boys under district officers in the Ráwalpindí Circle at the close of the year The average attendance was 2,067 against 1,765 during the previous year. The fees amounted to Rs. 690 against Rs. 568 in the previous year. Of these schools 2 were Anglo-Vernacular. There were 80 candidates for the middle school examination ; 64 Vernacular and 16 Anglo-Vernacular. Of the former, 28 were successful ; of the latter, 4.

Government Anglo-Vernacular and Vernacular schools of the Rawalpindi Circle.

Some of the middle schools in the Ráwalpindí circle are in excellent order and the others are steadily improving. The Gujar Khán and Kalár schools within the Rawálpindí district deserve special mention. The former beat every other vernacular school in the Province in the middle school examination. Regarding the 2 middle schools at Sháhpur, one of which is in the town, the other in the cantonments, the Inspector writes as follows :—

" At Sháhpur there is an English department which is very successful considering that the teacher has a salary of only Rs. 20 per mensum.

Two boys passed the middle school examination. Mr. Maconachie the Assistant Commissioner has been in the habit of giving an English lesson to the senior boys once a week. This of course is a great advantage, not only to the boys who enjoy the benefit of his instruction, but also to the school at large.

There is a strong desire on the part of the officials at Sháhpur to have English taught again in the cantonment school. The Muharrirs in the district offices find their children at a disadvantage without an English education, but they are scarcely able to pay the cost for themselves. At the Head Quarters of most districts there is an English school, so the officials here are undoubtedly placed at a disadvantage. At the same time I fear it will be hardly possible to make out a case for a grant-in-aid. Their best plan is to follow the example of the school in the neighbouring town which is one among several instances of the cheapness of education when the people are determined to help themselves."

Anglo Vernacular and Verancular Middle Schools in the Mooltan Circle.

66. The Mooltan Circle contained 25 Government middle schools under District Officers in which there were 3,465 boys with an average attendance of 2870. At the close of the previous year, there were 16 schools with 2,657 students and the average attendance was 1,654. The fees amounted to Rs. 706 against Rs. 215 in the previous year. There were 25 candidates for the middle school examination in Anglo-Vernacular ; 16 of whom were successful ; and 3 out of 36 candidates passed in the Vernacular.

PRIMARY SCHOOLS AND LOWER CLASS SCHOOLS.

Government schools of the lower class.

67. At the close of the year there were 1254 schools of the lower class containing 58,503 boys ; the average attendance was 49,766. Amongst these are included the lower departments of the Anglo-Arabic school at Delhi, of the Ludhiana High Vernacular school, and of the Abbottabad and Ferozepore District schools. All the rest are Primary schools under the management of the local authorities.

The lower departments of District schools other than those above mentioned are supported on the grant-in-aid system and shewn in the return of aided schools. As I pointed out in my last report it is a very unsatisfactory and confusing arrangement by which the lower departments of District schools are shewn in different returns. This and other anomalies will however disappear when the forms for educational returns shall have been determined by the Supreme Government; and an early settlement of this question is now expected

Statistics of Government primary schools.

68. There has been an apparent reduction in the number of Primary schools from 1,264 with 61,131, boys to 1,247 schools with 57,972 boys. This apparent falling off is due to the fact that some of the largest Primary schools have been converted into Middle schools ; and as I have already explained, the system of separating the lower department from the Middle school proper, has not been yet applied to Vernacular schools under Deputy Commissioners. Hence if a Primary school with 100 boys is raised to the higher grade, there is an apparent diminution of 100 boys in the numbers enrolled in Primary schools. Taking Government Middle and Primary schools under Deputy Commissioners together, there has been an increase from 1,380 schools with 75,559 boys on the rolls and an average attendance of 61,952 ; to 1,391 schools with 76,317 boys and an average attendance of 64,222 ; whilst fees amounted to Rs. 17,188 against Rs. 13,732 in the previous year. From Government Primary schools there were 4,995 successful candidates for the Lower school examination against 4,729 in the preceding year ; or taking Primary and Middle schools under Deputy Commissioners to-

gether 5,173 against 4,837. For the Primary school examination there were from Primary schools 1,602 successful candidates against 1,540 in the previous year. The number of boys attending the two higher classes of Primary schools, after passing the Lower school examination, has risen from 11,283 to 11,993 and the total number who have passed this examination and are reading in Government Primary and Middle schools under Deputy Commissioners has risen from 15,822 to 18,134.

Government Primary schools Umballa Circle.

69. The Umballa Circle contained at the close of the year 301 Primary schools with 13,199 boys on the rolls. The average attendance was 13,094. The number of boys on the rolls of Primary schools had diminished by 227 ; but taking Primary and Middle schools under Deputy Commissioners together there was an increase of 1,396. Fees in Primary schools amounted to Rs. 2,784 against Rs. 2,201 in the previous year.

The total number of boys attending Middle and Primary schools after passing the Lower school examination was 1,833 against 1,267 in the previous year. From Primary schools 337 boys passed the Primary school examination and 802 the Lower school examination. In 1875-76 the numbers were 214 and 903. These figures indicate a much lower standard of education in Primary schools than that which has been attained in the Lahore and Ráwalpindí Circles. The Inspector reports however, that many of the schools are doing very well, and that the defects pointed out in last year's report are fast disappearing. The state of the lower classes is not quite satisfactory yet ; but they are not made over to monitors to the same extent as formerly and many competent assistant teachers have been appointed. The results of the examination shew that the Primary schools of the Ludhiána District are far ahead of the others. The Umballa District stands next to it ; and after these, though at a long interval, Gurgáon. Nearly half the successful candidates for the Primary school examination and more than half those for the Lower school examination were supplied by the Ludhiána and Umballa Districts ; and there appears to be a much stronger desire for education amongst the agricultural population of these two Districts than in other parts of the Circle.

Government Primary schools Lahore Circle.

70. There has been a considerable falling off in the Primary schools of the Lahore Circle. At the begining of the year, the number of Primary schools was 594 with 28,044 names on the books and an average attendance of 23,633 ; at the end of the year the numbers had fallen to 578, 25,360 and 20,660 respectively. The fees however amounted to Rs. 5129 ; only Rs. 30 less than in the previous year. Allowance must be made for the fact that 7 important schools were raised during the year to the middle grade ; but taking this into consideration, the falling off is still considerable. Taking Primary and Middle schools together it will be seen that there

were at the end of the year 9 schools and 2,233 scholars less than at the commencement. The diminution in the number of schools is to be accounted for by the fact that the income of the District Fund has been in many cases reduced, whilst additional charges appear to have been thrown on it ; and hence though there is in almost every District a pressing demand for more schools, a reduction was in some cases inevitable. As regards the attendance, it is really a matter of surprise, that there has not been a very much greater falling off, when it is remembered that in some of the most flourishing Districts, the majority of the boys were for months together entirely prostrated by fever of a most malignant type.

The Primary and Lower school examinations were held in 561 of the Primary schools and notwithstanding the unusual unhealthiness of the season, their results will compare favourably with those of other years. The examinations were held rather late which was a fortunate circumstance ; for had some of the Districts been examined before Christmas, the result as the Inspector remarks, would probably have been *nil*, in consequence of the general sickness. 1412 boys were examined by the Primary school standard and 782 passed ; the corresponding figures for the year before, having been 1332 and 742. For the lower school examination 3956 boys presented themselves and 2384 passed, whereas in the previous year the number of boys was precisely the same but 2098 only were successful. This is attributed by the Inspector to the fact that more attention was shewn to the junior classes which had often been somewhat neglected in previous years. The Primary schools of the Jullunder District are generally in good order and well attended and each contains on an average more than 50 boys. Some of them are remarkably efficient. The schools of the Hoshiárpur district also are well attended and very popular ; and have a larger proportion of boys in the upper classes than similar schools elsewhere. An annual 'jalsa' and distribution of prizes is held in this District at the same time as the cattle fair ; and is found to produce a healthy spirit of emulation amongst the schools. The numbers in the Kángrá district remain much the same ; but there is great improvement in the proportion advanced to the higher classes. Education is somewhat better appreciated than formerly, but can hardly be said to have fairly taken root amongst the people. On this point Mr. Cordery the Deputy Commissioner writes as follows :—

"A certain amount of education is in much request for employment in the larger tea plantations in the valley and some of the advantages attending it are thus brought home to the minds of the people, but their *general* condition is one of inferior intelligence, though relieved by greater cheerfulness and more happiness of disposition than is usually prevalent amongst the labouring classes of India."

In the Amritsar district the number of schools remains the same ; but the attendance has fallen off and progress has been much checked by the un-

healthiness of the season. The people of the district shew comparatively little interest in their schools. There has been a decided improvement in the Gurdáspur district, more especially in the lower classes which are much more carefully taught than formerly. The progress of the schools in the Siálkot district was much retarded by sickness, notwithstanding this, however 170 boys were successful in the Primary school examination which was held rather late, whereas in the previous year 59 only were able to pass that test; and there was a similar though not quite so large an increase in the proportion of boys successful in the Lower school examination. In the Lahore district there are fewer schools and the number of successful passes is smaller than in any other district; this is owing to the ignorance and apathy of the people. It will be observed that less interest in education is shewn by the people of Lahore and Amritsar than by those of any other district of the Circle. The progress of the schools in the Gujránwála district was much impeded by sickness. In the greater part of the Ferozepore district all school work was entirely suspended from the same cause. Nevertheless a larger number of boys passed the Lower school examination than in any previous year, and the fees were more than doubled. This is to be accounted for, by the fact that the majority of schools are situated in the Moza and Muktsar Tahsíls, where the sickness was less virulent.

Government Primary schools Rawalpindi Circle.

71. There were at the close of the year 205 Primary schools in the Ráwalpindí Circle; the number of boys on the rolls was 12,428 and the average attendance was 9,842. In Primary schools there was an increase of 424 boys, and in Primary and Middle schools under Deputy Commissioners taken together, there was an increase of 859; whilst the fees rose from Rs. 1,220 to 1,512 in Primary schools, and in Primary and Middle schools under Deputy Commissioners taken together from Rs. 1,788 to Rs. 2,202. Mr. Pearson observes, that the improvement in numbers has been more than equalled by the improvement in the quality of the work. The Districts of Ráwalpindí, Jhelum, and Gujrát will compare favourably with most others in the Province. In Sháhpur and in the Frontier Districts there have been always difficulties to contend with, though during the last few years comparatively good progress has been made. As an instance of the difference that exists between a good and a bad District, the following comparison has been made by the Inspector :—

"In Ráwalpindí there are 48 Primary schools maintained at an average cost of Rs. 180 per annum. In each school there are 75 boys who are educated at an average cost of less than Rs. 2-8-0 each. In, Pesháwar district there are 32 Primary schools each maintained at a cost of Rs. 226 per annum. There are on an average 43 pupils for each school, and the cost per head is over Rs. 5. At the same time the standard of education in the Ráwalpindí district is much higher than in the Pesháwar district. Pesháwar however is

steadily improving as will be shewn below, and there is no doubt that even in the most unpromising parts of the Circle education is beginning to be valued."

Regarding the progress of schools in the Ráwalpindí district the Inspector writes as follows:—

"In Ráwalpindí District there are 4 Middle schools and 48 Primary schools. The number on the registers at the end of February were 4337, giving the very high average of 83 in each school, with a daily attendance of 69. The number of boys who had risen above the lowest class was 1,773 not including a large number promoted in January. The fees for the year amount to Rs. 563-13-6 and the value of school books sold, to Rs. 1,976-13-3. All these figures indicate an improvement upon the statistics given in last year's report, but every year the proportionate increase is less. This is to be expected as the numbers are already somewhat in excess of the teaching power.

The Primary schools are generally going on well. The most encouraging peculiarity of the schools in this District, is the good will, I might almost say the enthusiasm, of the people who make use of them. The defects are chiefly due to an insufficient number of teachers, and to the low attainments of some of them. Many of the boys who have passed the Primary examination continue their studies at a Middle school without stipends, which seem hardly to be required here."

The Primary schools in the Jhelum district had much improved during the year. In the Gujrát district progress had been somewhat impeded by the unhealthiness of the season; but the average standard of education had not declined and the Inspector found that work was done more neatly than formerly. The great defect continued to be a want of intelligence amongst the teachers which can only be remedied gradually. The statistics of the Sháhpur District shew no material change. The character of the work continues to improve though very gradually. Schools attended by the educated and trading classes are not inferior to the average in other parts of the Punjab; but there is little desire for education amongst the agricultural population. On the occasion of the '*jalsa*' for the proclamation of the Empress, schools were assembled and '*lungis*' bestowed on some of the lambardars who had manifested an interest in education. The assembly was addressed by the Deputy Commissioner and by the Inspector with special reference to the importance of education to the agricultural classes.

Regarding the Primary schools in the Pesháwar district the Inspector writes as follows:—

"To any one acquainted with the peculiar difficulties of education in the Pesháwar District the progress which has been made during the last two or three years cannot fail to be very satisfactory.

The best schools are at Akora, Ziydah, Chársadá and Turo, but many others are doing good work, and the number of boys who can read and write Urdu is considerable. Arithmetic is still a weak subject, but it has not been neglected. The general improvement is

partly due to the fact that the advantages of education are gradually becoming better understood, and partly to the training of the teachers in the Normal school who bring back with them some experience and some pride in their profession. I see no reason to doubt that in a few years the village schools of the Peshâwar district will cease to be distinguished by their inferiority."

The progress made in the Hazárá District continues to be satisfactory; the great majority of the Primary schools have been very recently established, and the attainments of the teachers are necessarily much below the average of those of teachers East of the Indus, out of 23 schools however only two can be considered inefficient. The number of boys had risen from 864 to 1034. Out of 41 candidates 23 passed the Primary school examination; and 57 out of 113 were successful in the Lower school examination. The progress made in this District is due to the interest in education shewn by Major Waterfield, the Deputy Commissioner, and to the efficiency of the chief muharrir regarding whom the late Mr. Clarke wrote as follows:—

"I desire particularly to leave on record my sense of this chief Muharrir's talents as a supervising officer. His influence with the people is great, his command of the teachers complete, and his intercourse with the Heads of villages and tribes, all that could be desired. In a larger and more central district, his work would possibly be more conspicuous; but that which he has achieved in Hazárá is of no less importance and fully entitles him to consideration whenever an opportunity may offer."

There are only three Primary schools in the Kohát District, two of which are well reported of. Several Kháns have applied for the establishment of schools in their villages; which is a satisfactory evidence of their interest in education. It is to be regretted however that funds are not available for the establishment of additional schools; and the Inspector does not anticipate that the settlement now in progress will admit of increased expenditure.

Government Primary schools Mooltan Circle.

72. In the Mooltan Circle there were at the close of the year 163 Primary schools containing 6,985 boys; the average attendance was 5,746. The number of boys on the rolls of Primary schools had diminished by 672; but taking Primary and Middle schools under Deputy Commissioners together there was on the whole an increase of 736. Fees in Primary schools are still represented by a very small sum and amounted to Rs. 164 during the year under report, against Rs. 131 in the previous year. The total number of boys attending Middle and Primary schools after passing the Lower school examination was 1,091 against 504 in the previous year. 653 out of 944 were successful at the Lower school examination, and 140 out of 352 at the Primary school examination. In the previous year 603 boys passed the former examination and 179 the Primay school examination. It is worthy of remark that the proportion of boys in the two higher classes of the Primary schools of the Mooltan Circle is actually above the

average for the whole Province. The amount paid in fees is very small ; and the schools are of course very inferior to those in the most advanced Districts ; they are however far superior to those of the more backward Districts and promise very well for the future.

In the Mooltan District the Primary schools shewed signs of improvement ; though some were greatly in want of better accommodation and others of assistant teachers. It was hoped that the local authorities would be able to supply these requirements. The schools of the Muzaffargarh District are well attended and are reported to be in good order. Mr. Tremlett the late Deputy Commissioner took great interest in their success. The schools of the Montgomery District are somewhat backward but will, it may be hoped, improve, as the Deputy Commissioner devotes great attention to them and a more efficient Chief Muharrir has been recently appointed. The schools in the Jhang District are in fair order and the Deputy Commissioner states that there is a strong desire for education amongst the people. He is desirous if possible to establish a school of Art. He has also awarded travelling scholarships to two boys and sent them on a tour to Lahore, Delhi, Lucknow, Agra, and other places of interest, under the charge of a teacher. They were furnished with letters of introduction to persons at the various towns they were to visit and were directed to keep a rough diary of all they should see on their route. In the Derá Ismaíl Khán District there has been some falling off in numbers, but the Primary schools are nevertheless well attended, and there is a very remarkable improvement in the results of examination, 34 students having passed the Primary school examination and 87 the Lower school examination against 17 and 18 in the previous year. In the Primary schools of the Bannú district there has been a considerable falling off in the attendance, which is only partially accounted for by the transfer of two of their number to the higher grade. The Primary schools of the Derá Gází Khán District have suffered from the want of adequate supervision. The last District Inspector was dismissed for misconduct and his successor was sent to the Normal school at Delhi. The new District Inspector appears to be zealous and active ; and he made good use of his time at Delhi. He is likely to have considerable influence in the District and will it may be hoped, succeed in raising the standard of the schools.

GOVERNMENT FEMALE SCHOOLS.

73. There are 134 Government Female schools containing 3,269 pupils ; at the end of the previous year there were 130 schools with 3,374 girls. Of these schools, 30 are in the Umballa Circle, 86 in the Lahore Circle, 1 in the Ráwalpindí Circle, and 17 in the Mooltan Circle. They are supported by contributions from the District Funds, the

Statistics of the Government Female Schools.

General Local Fund, and Municipal Funds. All other female schools are supported on the grant-in-aid system and will be noticed hereafter.

Notice of Female schools Umballa Circle.

74. In the Umballa Circle the number of schools has risen from 24, containing 491 girls, to 30 with 597 girls. Of these 6 are in the Delhi District, 5 in Gurgáon, 2 in Rohtak, 4 in Sirsa. Karnál and Umballa each have one female school and Ludhiána has 11; whilst Hissar and Simla are without any. The Inspector reports that though the education given in most of these schools is very elementary, there are some in which very satisfactory progress has been made, in which girls can read Urdu fluently and write it correctly. The best schools are at Arab Saráe in the Delhi district, where the girls of the highest class can read and translate the first two chapters of the Gulistan, and have acquired a considerable knowledge of the maps of India and the Punjab; at Lehara in the Ludhiána District, and at Mahal Saráe and Farukhnagar in the Gurgáon District. It is difficult to obtain competent female teachers; but two or three women trained in the Normal School at Delhi are reported to be working in a very satisfactory manner.

Notice of Female Schools Lahore Circle.

75. The Inspector reports as follows regarding the female schools of the Lahore Circle:—

"There has been a very slight reduction in the number of Female Schools, viz., from 88 to 86, but a much larger falling off in the attendance. The number of girls on the rolls has decreased during the year from 2,460 to 2,224, and the average daily attendance from 2,050 to 1,731. In the Siálkot and Jullundur Districts there are some girls' schools that have done and are doing really good and efficient work. These are in all cases schools for Muhammadans, and it is an undoubted fact that the Hindi schools are almost invariably worthless. This is not surprising when we consider that, even among boys schools the Hindí schools are almost always inferior to those in which Persian Urdu is taught, and also the fact that Hindu girls marry much younger, and consequently remain a much shorter time at school. I have only known a single instance in which Hindus and Muhammadans have been induced to attend the same school. This was at Dhamtal in the Sialkot District. The teacher was a Sikh; and of the girls, about three fifths were Muhammadans, and the rest Hindus and Sikhs. All alike learned Hindi, Gurmukhí, and Persian-Urdu, and a fair number of the girls could read and write all three characters very fairly. All Government girls schools are now open to inspection by the District; and Circle Inspectors and I see no reason why they should not in future make satisfactory progress.

There are two classes of female schools in the Jullunder District, aided schools which are all Hindí, and Government which are attended by Muhammadans only. As I have noted above the Hindí schools are almost without exception worthless; whilst amongst the Muhammadan schools several have made good progress, and others promise to do well. The two best schools that I saw in the District were at Nakodar.

Of the female schools in the Kángrá District Mr. Cordery writes 'I have found more work going on at these schools than is usual. But it is never carried far enough, at all to colour or modify the manner of the women's existence after they have left.'

There are 7 female schools in the Amritsar District, in 3 of which Gurmukhí is taught, and in the rest Urdu. Of the teachers one is a man, and the remainder women, all with two exceptions, ex-pupils of the female Normal school at Amritsar. These schools are very expensive, but as male inspection is objected to, I am not able from my own knowledge to say that the money is not well spent. I am informed, however by a lady who visited one or two of them that nothing appeared to have been taught, and my experience leads me to believe that inspection is never objected to, except when it is thought desirable to conceal the actual state of affairs."

"The Siálkot District shares with Jullunder the credit of having achieved some real success in the matter of female education. Among the Muhammadan schools several are good, and many very promising. About the best is the one at Samarial which is attended by the daughters of Qutab-ud-dín the Zaildár. Here the girls can read and write really well, and the more advanced can do sums in fractions and rule of three. I have already mentioned the mixed (as to creeds) school at Dhamtal, and there are several others that might be named if necessary. The girls' schools of this District have suffered seriously from the death of Pandit Durgá Parshád, who had charge of them almost even since their establishment and to whose exertions a great deal of their efficiency is due.

The wretched Female school at Burj Atári, which I have frequently condemned, has at last been closed; and their remain only 6 schools of this class in the Lahore District, 4 of which are in Qasúr. These schools have suffered from the transfer of Mr. and Mrs. Steel to Siálkot, but still they are in fair condition."

Notice of female schools Ráwalpindí Circle.

76. In the Ráwalpindí Circle the female schools are supported almost entirely on the grant in aid system. There is but one Government school which was established in the Gujrát District during the year under report.

Notice of female schools Mooltan Circle.

77. In the Mooltan Circle there are 17 schools; of which 12 are in the Jhang District and 5 in Montgomery. The former are said to be making satisfactory progress under the superintendence of the mistress of the European girls school at head quarters.

JAIL SCHOOLS.

Statistics of Jail schools.

78. There were 28 Jail schools in the Province. At the close of the year the number of men attending them was 3,120 and the average attendance was 2,939. There has been an increase of one school but the number of men on the rolls has decreased by 311. There were 8 schools in the Umballa Circle containing 589 men with an average attendance of 554. In the Lahore Circle there were 10 schools containing 1,471 men, 948 of whom were in the Central Jail at Lahore; the average attendance was 1,390. The Ráwalpindí Circle contained 5 schools with 597 men and an average attendance of 600.

Jail schools Umballa Circle.

79. The jail schools of the Umballa Circle are thus reported on by the Inspector.

"The 8 jail schools of this Circle have 589 prisoners under instruction, compared with 650 last year. The Ludhiáná and Sirsá schools are the best, and this I attribute in a great measure to the careful attention given to them by the District Inspector and Chief Muharrir. Most of the District inspecting officers were unaware of the rule which requires them to visit their jail schools once a month. The Umballa school is not in such good order as it used to be; the number of pupils here is very large and in two departments distributed into 7 classes. It is an impossibility for one teacher to manage all of them single handed. I have made some suggestions to Doctor Bateson which will I trust make the work a little easier; but there is, no doubt, an urgent need for an Assistant Teacher. The Hissar jail school is very unsatisfactory, and there has been a great want of proper supervision. The teacher had at the time of my visit been absent for three weeks on leave, and the school was virtually closed; for no one had been appointed to carry on the work. In the Delhi school fair progress had been made; but the books had not been properly kept.

In Rúpar; with the men engaged all day on the works, it is difficult to get opportunities for schooling. There is the greatest difficuty in discovering how much of what a prisoner knows is to be placed to the credit of the jail school master. I have instructed the District Inspectors to visit their jail schools once a month, as required by the jail manual, and on each visit to examine thoroughly every prisoner admitted to the school since the previous visit, and to record in the admission register the attainment of each man so examined."

Jail schools Lahore Circle.

80. Regarding the jail schools of the Lahore Circle the inspector writes as follows :—

There is little to be said on the subject of education in jails. All the jail schools were inspected during the year, and I subjoin a few remarks on each.

Jullunder.—"The Jullunder jail school seems hardly as good as before. Only 2 men had advanced as far as the 2nd class, and they had learned something before conviction.

Dharmsála.—Some of the prisoners here learn Urdu and some Hindi; very little appears to have been taught.

Amritsar.—This is one of the best taught of the jails, some of the prisoners learn Gurmukhí, and a fair number of them can read and write it well. Some of the Urdu scholars have also made good progress in reading and writing.

Siálkot.—There is a very small number of prisoners under instruction; but they have been well taught.

Gurdáspur :—The juvenile prisoners are reported to have made satisfactory progress, but the adult are backward.

Lahore Central jail.—There is as usual a very large number of prisoners under instruction of whom about 200 have made good progress. The teaching has been generally good.

Thagi School of Industry, Lahore :—Three of the boys can read and write fairly but the rest know hardly anything. The school is taught by one of the jail Muharrirs, who is quite unfit for the work.

Female Penitentiary, Lahore :—A considerable number of the prisoners are under instruction, some of whom have been learning for some time ; but none can either read or write. They have learned to repeat a few pages of the Urdu Primer by heart, and that is all.

Gujránwalá.—Very little has been taught here, a few of the prisoners can read a little, but know nothing else.

Ferozepore.—This is a fair school.

Jails schools Ráwalpindí Circle.

81. The following extract regarding the education of prisoners in the Ráwalpindí Circle is from Mr. Pearson's report.

"The practice of sending able bodied prisoners to Rúpar has interfered a good deal with education in jails, but something may always be done when the superintending officer takes up the subject in earnest. The schoolmaster when not supported has many difficulties to contend with. The prisoners are bound to do so much work for a contractor, or they are put on fatigues of one kind or another, and often they have to get their dinner during the school hours. In all such cases the schoolmaster is helpless ; although, the superintending officer can easily insist that such interruptions shall cease, if he thinks it worth while to have the prisoners regularly taught. In the Ráwalpindí jail the school has been looked after by Doctor Henderson the Civil Surgeon in charge, and the result is some substantial progress. Munshis and others who were educated before their imprisonment, are not allowed to attend school and therefore whatever the men know has been acquired within the walls of the jail. At present there are about 24 men who have learnt to read and write. The rest are taught in their own wards by prisoners. In each ward there are three or four men who can read easy stories from the Urdu First Book, and the remainder know more or less of their letters, but their progress is slow, either because the prisoners are not expert teachers, or because the pupils do not trouble themselves to get on. It is evident, however that instruction goes on regularly.

I did not visit the jail school at Peshawar, but the Chief School Muharrir reported that it was doing well as compared with previous years.

In last year's report Jhelum jail school obtained favourable mention and the teacher was promoted, and transferred to another appointment. The character of the work has since fallen off. The fault appears to be, not so much that of the new teacher, as of the arrangements, owing to which it is possible for the prisoners to be taught regularly.

In Gujrát and Shahpur jails, hardly any progress has been made, a few prisoners read and write, but if the men previously educated were excluded from the school, as at Ráwalpindí there would be very little to shew as the result of jail instruction. As regards the smaller jails it would be better to abolish the school master than to go on as we have done hitherto. Now and then a good report is earned, but such excellence is never permanent, and most jail schools are always more or less neglected."

Jails schools Mooltan Circle.

82. Mr. Thompson writes as follows regarding the 5 jail schools in the Mooltan Circle which contain 461 students.

"There is a decrease of 37 men since last year. The Mooltan and Derá Ismaíl Khán jail schools show an increase of 9 and 14 men respectively and all the others show a decrease. In the Mooltan jail 13 men, in the Dera Gázi Khán 6 men, and in the Derá Ismaíl Khán 7 men, can read from the 3rd Urdu book, some of them can write easy Urdu tolerably well, and work sums in compound multiplication In the Montgomery jail the most advanced men are equal to the above in reading and writing, but have only got as far as simple multiplication in arithmetic; while at Jhang the highest class containing 4 men is only in the 2nd Urdu book and at simple addition. The school in this last jail has I believe suffered most of all from the transfer of prisoners to large jails."

AIDED INSTITUTIONS.

Statistics of Aided Institutions.

83. The following statement in the prescribed form shews the general statistics of aided schools.

Description of Institutions.	Number of Institutions.	Number on rolls at close of 1876-77.	Average Number on rolls monthly during 1876-77.	Average daily attendance.	Grants given by Government.	Expenditure from all sources other than grants given by Government
Higher class .. .	9	2,169	2,094	1,586	32,817	52,338
Middle class	35	4,646	4,631	3,591	47,420	53,842
Lowler class	189	10,876	12,002	9,374	27,149	48,251
Female	230	6,915	6,905	5,137	27,667	62,241
Normal	7	294	260	211	15,382	9,386

The number of aided Institutions shewn in the returns has fallen from 480 to 470 and the number of scholars from 27,730 to 24,900. The falling off is in schools of the Middle and Lower class; and is due in the former case where the greater decrease has taken place to the withdrawal of grants-in-aid from a number of Vernacular schools which have been thrown on the Local Funds and no longer appear in the returns as grant-in-aid schools, and in the latter to causes that will be noted in treating of aided schools of the Lower class.

Expenditure of Aided schools

84. The grants-in-aid of current expenditure in schools of all kinds amounted to Rs. 1,50,435 against Rs. 1,52,155 in the previous year.

The sum of Rs. 5,096 was paid in grant from District Funds; Rs. 932 were paid from the General Local Fund and Rs. 2,20,031 were expended from other sources. In the previous year the expenditure under the latter head was Rs. 2,24,534. A grant of Rs. 21,000 paid to the Punjab University College and a grant of Rs. 559-8-0 to the Diocesan Hill school endowment Fund, raised the total expenditure from Provincial Services to Rs. 1,71,995.

AIDED SCHOOLS FOR EUROPEANS.

85. There were at the close of the year eleven aided schools maintained specially for children of European descent besides the European Training school at Delhi which will be noticed under the head of Normal schools. The Lawrence Asylum at Murree is intended exclusively for the children of soldiers : and most of the girls attending the Roman Catholic Female Orphanage at Simla are of the same class. There are three other schools at Simla, four at Lahore, one at Delhi, and one at Gujránwála.

Schools for children of European descent.

86. From the Bishop Cotton School there were 10 candidates for the Entrance Examination of the Calcutta University, of whom 7 passed ; and for Rurki, there were 7 candidates of whom 2 were successful. Regarding this School the Inspector writes as follows :—

Condition of European Schools in the Umballa Circle.

" The Bishop Cotton School was inspected by Mr. Sime in September last ; there were at that time 125 boys on the roll, this number has now fallen to 100. The School does not seem to have been doing well during the absence of the Head Master, Mr. Slater, in England, the discipline had become somewhat lax, and the accounts had fallen into arrears. The highest class is in two divisions, Upper and Lower and contains 44 boys, 7 of these had just before the inspection been in for the Entrance Examination of the Rurki College, but I have not heard with what result ; 8 more were preparing for the next examination, 2 for the Survey and 1 for the Accounts Department. These are all in the Upper division of the class. The Lower division was preparing for the Calcutta University Entrance ; but Mr. Sime did not think that these boys were up to the standard. Arithmetic, Algebra and Euclid were the weak subjects. The 2nd class was more promissing, though these boys too were backward in Arithmetic. The 3rd, 4th, and 5th classes, have been formed into what is called a Lower School, to be taught by two masters instead of as formerly by three. The three classes contain 69 boys, and I cannot help thinking there would be considerable difficulty in giving efficient instruction to all these through only two masters, when such subjects as Euclid Latin, and Physical Geography are included in the course of study of the more advanced class. Strictly speaking such subjects should not be known in a Lower School. The 3rd and 4th classes have been taught by Mr. Chanter and the satisfactory results of the examination are very creditable to him. The 5th or lowest class has improved since last year. Though the attendance has decreased by 20 per cent the fees for the year have risen from Rs. 12,620 to Rs. 14,235 the total expenditure Rs. 23,138 differs very slightly from that (Rs. 23,217) for the previous year. The cost to Government for each pupil has risen from Rs. 50 to Rs. 55 per annum."

The condition of the other schools in the Umballa Circle, of which three are in Simla and one in Delhi is thus described by Mr. Cooke :—

" The Auckland House School contains 41 girls, at the time of the inspection in September there were 45, of whom 31 were boarders and 14 day pupils. The attendance in the lower classes is very small and the staff is slightly weaker than last year. In English reading and Grammer, History and

Auckland House School Simla.

Geography, very fair progress has been made according to the standard of each class. Mr. Sime thinks it advisable to raise the standard of Arithmetic in the highest class and he points out,—'that there is still the same want of a graduated course for each year of study and suitable text books, especially for reading.' He reports that on the whole much good work is being done, and that the school is, educationally in a condition creditable to the staff. The institution is still burdened with a heavy building debt for meeting the interest on which the Governors have not succeeded in arranging any scheme. The monthly tuition fee is Rs. 10 and a sum of Rs. 7904 was received during the year. The total expenditure amounts to Rs. 11,561 as compared with Rs. 11,525 for 1875-76. The cost to Government for each pupil per annum is Rs. 83 or Rs. 2 less than last year."

Roman Catholic Female Orphanage Simla.

"The Roman Catholic Orphanage for girls has 152 on its rolls, the same number as at the close of last year, 46 of these are in the infant class, which is composed of very young children and quite beginners. The remaining girls are divided into six classes. The three higher classes passed a satisfactory examination in English reading and spelling, and Mr. Sime notices with special commendation their good hand-writing. In the histories of England and India the answering was fair. Arithmetic and Geography are weak subjects and require more attention. The three lower classes can all read. The text books in use are those of the Christian Brother's series. They can also spell well for children of their age and have a satisfactory knowledge of the earlier periods of English history and the elements of grammer and geography. Plain needlework is taught throughout the school and the elder girls cut and make their own clothes. Occasionally lessons in cooking and washing are given, class singing is also practised. Mr. Sime says 'that the classes are instructionally, in a satisfactory condition and improved since last year. The children looked clean and happy, and there can be no doubt, but that in its general aspect as a Boarding School and Orphanage, this is an excellent institution, and altogether a credit to the Lady Superior and all connected with it.' The total expenditure on this institution for the past year was Rs. 10,200 or about Rs. 600 less than last year. Of this sum the Government granted Rs. 3,550. The total annual cost of educating a girl here is Rs. 72 while that portion of it which falls upon Government is Rs. 25."

Mayo Industrial School.

"The Mayo Industrial school is a mixed institution for boys and girls. There are 35 children now on the rolls. An elementary but practical education is given. The industrial side of the institution is very carefully attended to, and almost all the housework is done by the pupils and very little by servants. Each of the elder girls takes in turn exclusive charge of the house keeping. The progress of the classes as well as the general order and neatness and the economical management of the institution reflect credit on Mrs. Ravenscroft the Mistress and Superintendent. The total expenditure for the year amounts to Rs. 4,394, a sum nearly double of that expended in the previous year. The cost to Government for each pupil is Rs. 28 per annum."

S. P. G. European school at Delhi.

"The European school at Delhi is under the management of the S. P. G. Mission. It is entered in the returns as a girls school; but young boys are admitted and there are now 31 girls and 5 boys in attendance. This school is doing a good work amongst a class of people much neglected and difficult to reach. Some of the most advanced children can read and write very fairly, know so much of the map of the world as to point out the different countries, seas &c, and can work sums in addition of money and simple multiplication. The greater number of the

children are however quite beginners and some of the Eurasians lately admitted cannot speak a word of English. The children are quiet and orderly and seem to be well managed by Miss Beacom, the Mistress. A grant of Rs. 30 a month is given by Government and the whole expenditure on the school for the year amounted to Rs. 1,028. The schooling fee is fixed at from Rs. 1 to Rs. 4 but very few pay : the total realised during the year is under Rs. 70.

European Schools Lahore Circle.

87. The extracts given below from Mr. Alexander's report contain an account of the schools of the Lahore Circle, of which four are at Lahore and one at Gujránwála.

Lahore High School.

"There is a very slight fall in the number of boys in the Lahore High school, the number at the end of the year having been 42. The expenditure on this school from Provincial Services has increased to Rs. 3,317 from Rs. 2,982. The income from fees has made a satisfactory advance from Rs. 2,788 in 1875-76 to Rs. 2,957 in 1876-77. Under the orders of the new committee of management a regular course of study has been laid down for this school extending up to the Middle School Examination. As this had not been long introduced it was impossible to examine the boys this year by the fixed standards. English reading, dictation, and Geography were well taught, but Arithmetic, Urdu and Latin were decidedly below the mark. The great drawback to this school is the irregular attendance of boys from the time they commence their education. There is a considerable number of boarders, and the arrangement for their accommodation are very comfortable. The usefulness of the school would be much increased by the provision of further accomodation."

Anarkali Girls School.

"The Anarkali Girls School has lost a considerable proportion of its pupils, the numbers having fallen from 37 to 21. The fees fell similarly from Rs. 1,578 to Rs. 1,188. The reason of this serious decline I have been unable to ascertain. It is not due to any relaxatiou in the efficieney of the school, for I found it as well regulated and taught as on former occasions."

Naulakha and Donald Town Girls School.

"The Naulakha and Donald Town Girls school commonly called the Railway school, from the large number of children of Railway employes who attend it, has made very fair progress during the year. The number of pupils has increased from 30 to 39, but the average daily attendance has slightly decreased, and the fees have fallen from Rs. 368 to Rs. 244. The education given in this school is good as far as it goes, but it is quite of an elementry character and the school therefore fails to satisfy the requirement of the population for whose benefit it is intended. The Railway Company, however has behaved with great liberality towards the school, and measures are being taken to greatly extend its scope and usefulness. I need not dwell on these here, as they form the subject of a separate correspondent."

St. James Orphanage.

"The Orphanage contains 34 girls and 34 boys, a slight increase on the previous year. The boys, have not been as well taught as the girls. Though they read and write well, do not thoroughly understand what they read and in other subjects they have not been well taught. The girls were very bright and intelligent, and answered creditably in all subjects. The building now occupied by the Orphanage is very unsuitable. The girls school room and dormitory are tolerably comfortable, but the boys school room is a wretchedly small, low, and ill ventilated room, while their domitory

is a mere half open shed. I think it is a great pity that the boys have given up the industrial occupations in which they used to spend part of their leisure time."

Girls School Gujránwála.

"The Gujránwála girls school is a small but useful institution which gives a fair elementary education to the children of the poorer Eurasian clerks and employes in the station.

European Schools Rá-walpindí Circle.

88. Mr. Pearson reports in the following terms on the Lawrence Military Asylum at Murree, which is the only aided school for Europeans in the Ráwalpindí Circle:—

Lawrence Memorial Asylum Murree.

"The Sir Henry Lawrence Memorial Asylum at Murree remains under the same management and has undergone no change of importance since last year. There is accommodation for about 150 children half boys and half girls and the number of applications for admission is always largely in excess of the vacancies. The annual inspection was held in September by Mr. Clarke from whose report I make the following extract. 'I devoted nearly a week to the examination of the' 'boys and girls. A few papers were given to the higher classes, but the examination was' 'chiefly oral. The vivâ voce examination extended over 4 days. The several classes of each' 'school will be noticed in turn below, but I may remark generally that much of the work' 'throughout is very sound. Of the most important subjects, English reading, writing and' 'Arithmetic, the first and second are quite satisfactory. The passages selected were read with' 'great fluency, good emphasis and fair appreciation of the sense. The writing from dictation' 'was generally correct in the higher classes though the pieces given were somewhat difficult.' 'The children of the lower classes work, of course, from their books. I failed to elicit good' 'replies in Grammar; and the ground work of Arithmetic, and Geography is weak. The VI.' 'class of the boys school has wasted much time on Urdu, for they could not read the simple' 'book, which the IV. class boys read fluently. I have recommended to the committee that' 'the Munshi be warned that his place will be taken by a better man unless the work improves.' 'The other defects above noticed can only be removed by the appointment of an experienc-' 'ed teacher to the charge of the lower classes, but the pupil teacher system is so much' 'more economical that on this ground alone it will probably be expedient to forego the' 'adoption of the more expensive though more efficient measure here suggested. At present' 'the boys school is particularly weak in its teaching staff, there being one pupil teacher only;' 'considering therefore that the Head Master, Mr. Peake, has had to work 5 classes with one' 'Assistant, one pupil teacher, and such assistance as some of the boys of the VI. class could' 'render, the condition of the school must be pronounced satisfactory. The girls school is' 'more fortunate as there are 4 girls forming the VII. class quite capable of teaching the' 'lower classes. I have much pleasure in testifying to the general satisfactory condition of' 'this school under its Head Mistress Mrs. Braid. This school is the special care of the' 'Principal, Rev. J. S. Peake, who devotes some hours daily to the instruction of the senior' 'girls. I must not forget to mention the infant school, which appears to be in fair working' 'order under its acting mistress Mrs. Cruickshank.

'Lessons in Natural History, Object lessons in class, and glee singing noticed favour-' 'ably in previous reports, still form a significant portion of the school work, and the institu-' 'tion is fortunate in possessing a Head Master capable of imparting those most essential' 'elements of a Primary School education. The condition of the Asylum in every thing that'

affects its interior economy is, so far as I am able to judge, such as to demand unqualified approval. On the morning of my first visit which was not officially paid, the Principal very kindly conducted me throughout the several rooms of the Asylum, and it may not be superfluous to record that the favourable impression of the excellent order and discipline maintained in the school room and of the admirable demeanour of both boys and girls throughout the examination, has in no slight degree been strengthened by the aspect of the institution, as seen under its every day garb.'

The annual distribution of Prizes took place in October under the presidency of Sir Henry and Lady Davies. The principal residents at Murree, and a large company were present."

Roman Catholic Orphanage at Murree.

A Roman Catholic female orphanage has been recently established at Murree, but as yet receives no grant in-aid. Regarding this Institution the Inspector writes as follows :—

" The Roman Catholic Female Orphanage at Murree though not an aided school may conveniently be noticed here. It has been established since April 1876. At present there are 24 Military orphans besides 12 private boarders who are kept distinct. The orphans will before long be transferred into an adjoining house which is being built for them, and the portion of the house which they occupy at present will be reserved for private boarders. The number of orphans will then be increased to 60 or 70.

Five nuns are employed in teaching, and the number can be increased at any time in proportion to the number of girls in the school. All the arrangements appear to be excellent, and although several of the children are backward in their studies this is owing to previous neglect. The system of education which has been adopted is suitable to the circumstances."

European Schools Mooltan Circle.

89. Schools for European and Eurasian children have been recently established at Mooltan and at Maghíaná in the Jhang District. The number of children fluctuate, but there have been sometimes as many as 35. Since the close of the year a regular committee has been formed with the Deputy Commissioner as President. Regarding the Maghíaná school the Deputy Commissioner writes as follows :—

" The services of Mrs. Lennox were secured at a salary of Rs. 50 per mensum which sum has subsequently been increased to Rs. 60 per mensum.

The school opened on the 24th July with 11 pupils. 5 of these children knew nothing and could not even speak English. 4 knew a little English and could read words of three letters and 2 could both read and write. At the close of the year when Mrs. Lennox submitted her report, she had some 17 pupils and the advance that had been made was most gratifying : the parents of the children being loud in the expression of their thanks to Mrs. Lennox for the pains and care she has taken. The children have been well grounded in geography, history, cyphering and in reading and writing, and indeed their dictation exercises written, be it recollected by those who a year ago could hardly write at all, shew how earnest have been the school mistress' efforts and how willing have been the pupils."

AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES

90. There were at the close of the year eight aided schools of the higher

Statistics of Higher class aided schools.

class for natives containing 2,069 scholars against 1,973 in the previous year. The average attendance which was in some places a good deal affected by the prevalence of sickness was 1,469. The fees realized amounted to Rs 5,633 against 6,017 in the previous year. These are all Mission Schools and as I have pointed out in previous reports contain boys in every stage of advancement. This will be rectified on the settlement of the forms of statistical returns by the Government of India.

Result of Examinations.

Twenty-five candidates went up from these schools for the Entrance Examination of the Calcutta University of whom 12 passed. Besides these there was one successful candidate from the Gujránwála Mission school which has not yet been raised to the higher class. These Mission schools sent up 34 candidates for the Entrance Examination of the Punjab University College, of whom 27 were successful including 3 from the Gujránwála Mission school, 11 of these passed both examinations, so that altogether 29 boys were successful in one or other or both of these examinations.

The following table shows the result of the Entrance, Middle School, and Lower School examinations in these nine schools including the Gujránwála Aided Mission School.

	No of candidates who passed the				
	Entrance examination Calcutta University.	Entrance examination Punjab University College.	Both Entrance examinations.	Middle school examination.	Lower school examination.
1. Delhi	1	3	1	1	38
2. Ludhiána	3	3	3	9	13
3. Jullundur	1	4	1	...	...
4. Amritsar	1	1	1	8	17
5. Siálkot	...	2	...	2	15
6. Lahore	3	10	3	...	30
7. Ráwalpindí	2	...	...	1	26
8. Peshawar	1	1	1	3	...
9. Gujránwála	1	3	1	3	46
Total ...	13	27	11	27	185

In the above return are included boys who have passed the Lower school examination from the Branches of Mission schools. The result of the Middle

school examination though still far from satisfactory shews an improvement on that of the previous year. It will be observed that Amritsar and Lahore have done the best in this examination. In the Lower school examination Gujránwála has passed a larger number of boys than any other school and Delhi shows great improvement since the previous year. The Lahore school has supplied the largest number of successful candidates for the Entrance examination of the Punjab University College, and though 33 only passed the Entrance examination of the Calcutta University, this is more than passed from any other school, except Ludhiána. The result of the other examinations are not satisfactory. In Mission schools generally the upper classes are far more efficiently taught than the lower.

91. The Inspector of the Umballa Circle thus reports on the schools at Delhi and Ludhiána :—

S. P. G. mission school at Delhi.

"S. P. G. Mission school at Delhi has an upper department of three classes and a middle of four. The total number on the rolls is 203, an increase of 23 since last year. About one-fifth of these are in the upper department. Besides the upper and middle departments there is attached a lower department, consisting of 8 branch schools located in various parts of the city and suburbs, and containing an aggregate of 649 boys. So that including the three departments there are 852 pupils under instruction. The classes of the upper department are preparing for the Entrance Examination of the Calcutta University and Punjab University College. Three candidates were sent up last year to the former and six to the latter. One passed the Calcutta test, and three, including one who had failed in Calcutta, the Punjab examination.

The upper department is not in a satisfactory condition and better teachers in Mathematics and Persian are required for it. English and Geography have been very fairly taught. The Middle school classes too, are very weak in Arithmetic, and though better up to their standard in Persian, still somewhat backward in that subject. I found much more reason to be satisfied with the lower department than with either of the higher. This department consists of three classes, in the lowest Urdu only is commenced with a little Arithmetic, in the second a boy begins Persian and a little Geography, in the third he is put into English and it is in this class that he is prepared for the Lower school examination. The course prescribed for the lower department differs from that of Government Schools in that it occupies three years and includes one year of English reading. The school receives a grant of Rs. 415 a month, so that the cost to Government of educating a pupil in it is just under Rs. 8 a year The total expenditure on the school during the past year has increased from Rs. 13,181 to Rs. 13,859 and the fees have fallen from Rs. 2,250 to Rs. 2,210."

Ludhiána Mission School.

"The American Presbyterian Mission School at Ludhiána adopts the classification of a Government School, having three classes in the upper department, four in the middle, and two in the lower. Three boys were sent up last year to the Entrance Examination of the Calcutta University and the same three to that of the Punjab University College, they were all successful in both. My oral examination of the upper and middle departments was very satisfactory. The upper classes are well up in most of their subjects, and the four boys of the IX class ought to do well at the next Entrance Examination.

Arithmetic is the weak subject throughout the school. In the lower department the course of reading consists of the first and second Urdu book, the English primer and Arithmetic to simple subtraction. English is optional in the lower department, but almost all the boys learn it. I think it is a great pity that they are not required to gain a fair knowledge of Urdu before commencing English. I met a few days ago a native teacher of English who could not write Urdu, he had been educated in a Mission School where English had been taught from the lowest class.

The number of boys in the upper and middle departments is 203 and in the lower department, consisting of three branch schools, 160. This total of 363 is less by 200 than the number in attendance at the close of last year. The decrease is caused mainly by the closing of three branch schools. The establishment of the Hindi School at Ludhiáná has also, I believe, had some effect in producing a fall in the attendance at the Mission School. The Government money expended on this school during the year 1876-77 is Rs. 3,300. The cost to Government of educating each pupil is therefore a little more than Rs. 9. The total expenditure on the school has risen from Rs. 7,077 to Rs. 8,144 and fees have fallen from Rs. 1,288 to Rs. 1,014."

Aided Upper Schools Lahore Circle.

92. The Upper Schools of the Lahore Circle are reported on by the Inspector of the Lahore Circle in the following terms :—

American Presbyterian Mission School Jullundur.

"The American Presbyterian Mission School at Jullundur is a very flourishing institution and performs important work in that large city. The terrible sickness and mortality that prevailed in the city during several months of the autumn necessarily affected its numbers and progress; and as these sickly months immediately preceded the University, and Middle School examinations, the results of these were no doubt injuriously affected by them. The number of pupils fell during the year from 249 to 222, and the collection of fees from Rs. 906 to Rs. 657. The Government scheme of studies for District Schools has lately been adopted in this school with two modifications, one that English is taught in all the classes of the school, and the other, that other English Readers are used instead of those used in Government Schools. The change in the course of study is likely to prove beneficial to the school by producing greater regularity and order than existed before. The school is fed by three branches which it will be convenient to notice here. One is a Middle School in the Cantonments containing 60 boys. This school after bringing its boys up to the standard of the Middle School examination, sends them on to complete their school-course in the City School. The fees have increased during the year from Rs. 193 to Rs. 263. The other two branches are Lower Schools in which, however, English is taught, situated in the suburbs, and containing 177 boys."

Church Mission School Amritsar.

"The number of boys in the Church Mission School, and its 6 branches at Amritsar has fallen from 810 to 746, but the number of boys in the main School has risen from 164 to 214. The fees, however, of the main school, have fallen from Rs. 637 to 617, while in the branch schools they increased from Rs. 370 to Rs. 429. What would be considered the Upper School in a Government institution contains only 13 boys. These have been well taught, but the other classes appear to be much below the proper standard. It is frequently, I may almost say invariably, the case in Mission schools that while one or two highly efficient teachers are provided for the upper classes, the subordinate teachers are very inferior, and the lower classes are consequently indifferently taught."

"The Scotch Mission School at Siálkot has increased in numbers, having 285 names on the books at the end of the year. The income from fees has also increased from Rs. 262 to Rs. 282. The classes of the school are arranged precisely as those of a Government District School, the Upper School containing 8, and the middle 79 boys. The teaching is careful, and the classes all in good order."

Scotch Mission School Siálkot.

"The American Presbyterian Mission School at Lahore continues to maintain its high character. The number of boys in the main school has increased from 357 to 372, but the fees have fallen from Rs. 1,287 to Rs. 1,194. There are now 22 instead of 23 branch schools, and the number of boys has fallen from 958 to 905 and the fees from Rs. 1,123 to Rs. 1,037. The school is an excellent one and does most valuable work, but it is a curious fact that, while the 5 Government Branch schools with their 500 pupils send up 130 or 140 boys annually to the Lower School Examination, double the number of boys in the Mission Lower and and Branch schools can only send between 30 and 40 boys to the same test.

American Presbyterian Mission School Lahore.

93. The following remarks are from Mr. Pearson's report. Those regarding the position of Mission schools are deserving of serious attention; but it will be more convenient to discuss this subject in the concluding section of my report.

Aided upper schools Ráwalpindí Circle.

"Mission Schools occupy the place of District Schools at Ráwalpindí and Peshawar. There is also an Anglo-Vernacular middle school at Gujrát. Mission Schools have an advantage in the constant supervision of an European gentleman, the effect of which is seen in the superior education of their senior students, and sometimes in discipline and general arrangements also. Their staff of teachers, however, is generally more numerous than efficient, and there is often room for improvement in the classification and scheme of studies. But the chief obstacle to success of Mission schools is the unwillingness of many of the most respectable people to submit their children to the influence of religious teaching and services with which they have no sympathy, and similar feeling makes it difficult for the missionaries to secure good men as teachers, Of course it is quite possible for an intelligent native, whether he be a christian or not, to conform to the ways of a Mission. In some cases superior men will sacrifice worldly advancement rather than break off their connection with a religious society, but those who fall under this influence appear to be mostly men of feeble character who do not add much strength to the cause of their employers. The position of Mission schools in India has become so anomalous as viewed in the light ot the principles of public education now accepted in England that a "conscience clause" of some sort can hardly be withheld much longer. At any rate it seems necessary that the entire education of great towns should cease to be made over to the Missionaries without some security for the rights of dissentients."

Mission Schools.

"The American Mission School at Rawálpindí with its three branches has undergone no material change within the year. There has been an increase in numbers in the main school and a corresponding falling off in the cantonment school.

American Mission School at Rawálpindí.

Three students went up for the Calcutta Entrance Examination of whom two passed in the second Division. Owing to some mis-apprehension the boys who attempted the Middle School Examination did not try the Persian Papers, and thus forfeited their chance of passing. The class presented for Examination by the Lower standard did fairly well.

All but three boys passed though several others were weak in Arithmetic. In the main school all the classes were prepared in their subjects, but there is much room for improvement in all that teachers would learn in a good Normal school. The cantonment school attracts boys whose education has been neglected, and who would not attend a school in which their liberty was much restricted. With such scholars it would be difficult to make a good classification, but besides this, the school has for some months been without a Head Master and has necessarily suffered. There are two other branch schools of the lower class In Urdu and Persian fair progress has been made, but in Arithmetic the boys are comparatively backward. The grant-in-aid rules are observed but the private income includes a large contribution from the Municipality so that the schools cost the Mission little beyond the services of a Missionary. The Municipal contribution is not shewn in the returns, and has no doubt been included in income from private sources.

If the religious difficulty were removed there would no doubt, be a large increase in the numbers under instruction without any additional cost to Government. The quality of instruction has decidedly improved during the last few years."

Peshâwar Church Mission School.

" At Peshâwar the Mission Schools comprise the main school, the Cantonment School and a branch in the city. The success of those schools in general examinations has not been great, but I have never found the boys so well prepared as they are now.

The numbers are much the same as they were last year. Discipline appears to be excellent. Arithmetic which used formerly to be a weak subject is now done particularly well by a large proportion of the boys, and I was generally pleased with their English, Persian and Urdu. Only one boy passed the Calcutta University Entrance Examination, and three the Middle School Examination. This is to be accounted for by the small proportion of boys in the upper classes and perhaps by the comparative weakness of the senior teachers. No boys were presented for examination by the Lower standard because progress in Arithmetic does not bear the same proportion to progress in other studies as it does in the Government scheme.

The cantonment school is in much the same condition as the main school in the corresponding classes. The Vernacular branch schools appeared to be going on fairly, but the constant change of the individual scholars who attend prevents regular progress, and makes it difficult to form any accurate estimate of the teacher's work.

All these schools are much indebted to the Rev. W. Jukes, the Missionary in charge, who has for more than three years been constantly and successfully engaged in raising the standard of education."

Gujrât Mission School.

" The Gujrât Mission School which is maintained by the Scotch Presbyterian Mission, is useful for those boys who cannot afford to pay fees at the rates levied in the District School. The classification and course of study correspond to that of the Government scheme and up to the IV class the attainments of the boys are not inferior. In the higher classes the attainments of the teachers are inadequate.

There were 9 candidates for the Middle School Examination of whom only one passed."

AIDED SCHOOLS OF THE MIDDLE CLASS.

94. There are 33 aided schools of the middle class for natives of which

Classification and Statistics of the Aided Schools of the Middle Class.

31 are Anglo-Vernacular and 2 Vernacular. 20 of these are Mission schools. 3 are branches of the Lahore, Amritsar and Gujránwála District schools, one of the Anglo-Sanskrit school at Delhi, 3 are under Cantonment magistrates, 2 are Regimental schools, and there are 2 Anglo-Vernacular and 2 Vernacular schools under the management of Deputy Commissioners. These schools contained at the the close of the year 4,465 pupils, the average attendance was 3,410 and the fees amounted to Rs. 6,328. In the previous year there were 44 schools with 6,311 students, one school has been abolished and from ten the grants-in-aid previously allowed have been withdrawn, the schools being thrown on Local Funds.

Results of examinations in the Mission Schools of the Middle Class.

Of the Mission schools, 3 are in the Umballa Circle, 10 in the Lahore Circle, one of which is an adult school for instruction in English, 3 are in the Ráwalpindí Circle and 4 in the Mooltan Circle. These schools sent up 120 candidates for the Middle School Examination of whom 36 passed. On the whole there were *128 candidates for the Middle School Examination from Mission schools, of whom 38† passed. The number though small shews a satisfactoy increase on the previous years when 9 only were successful. The Anglo-Sanskrit school sent up 6 candidates of whom 3 passed. From the schools under Deputy Commissioners there were only 2 successful candidates in the Anglo-Vernacular and one in the Vernacular examination and there were 2 successful candidates from the Ferozepore cantonment school.

Inspector's report on the Anglo-Sanskrit School Delhi, and the Umballa Mission School.

95. The following extracts from the Inspector's report on the Anglo-Sanskrit school, and the Umballa Mission school will be found of interest. The transfer of the Rupar District school to Umballa has been proposed to Government and this measure would I believe prove of great benefit both to the city of Umballa and to the District at large.

Anglo-Sanskrit School Delhi.

"The Anglo-Sanskrit school at Delhi is under the management of a committee of native gentlemen. The Government grant-in-aid and the subscriptions are applied to the support of the Middle department only; it has a Lower department but that is one of the branches of the Government District school, but being located in the Sanskrit School house it acts as a feeder to it. There are 72 boys in the Middle department. Six were sent to the Middle School examination, three of whom passed creditably. One took the highest place in the Punjab in English and in his total marks, another stood first in Sanskrit. The study of Sanskrit has been made optional, but this I think is a mistake. The school was originally established by Lala Rámi Mal for the express purpose of promoting the study, and boys who do not wish to learn it, have plenty of other schools to go to. At present there are only 41 boys learning Nágri and Sanskrit in the Middle department and 20 in the Lower."

---

* 120 from Aided and 8 from Unaided Mission Schools.
† 36 " " " 2 " " " "

Umballa City Mission School.

The American Presbyterian Mission School in Umballa city consists of a main School and 5 branches with an aggregate of 410 boys on the rolls. The main School has 207 pupils; in the Lower department are two classes besides a Hindi class, in the Middle four, and there is besides a VII. class which properly belongs to the Upper school.

Three boys passed the Middle school examination, and are now reading for the Entrance in the VII. class. In the four upper classes the examination in English and Persian reading and translation was very satisfactory, but all the classes are very weak in Arithmetic and decidedly bad in English spelling. The 3rd class was examined by the Lower School standard. There were 29 candidates and 17 passed, the failures were almost all in Arithmetic. The two lower classes are in good order, but the Hindi class is in a state of confusion and no regular scheme of studies is adopted in it. There is not much instruction given in the branches, their purpose is more to collect boys and act as feeders to the main school.

After knowing this school now for some years I cannot help coming to the conclusion that it does not fully satisfy the requirement of a city like Umballa with a population of 2,600. Great anxiety has been displayed by certain influential residents for the establishment of a Government or a grant-in-aid school; and two private schools with about 80 boys and conducted in close conformity to the Government scheme of studies, are already in existence, I do not think these efforts are to be resisted. However if a school is established under the superintendence of this Department, strict rules must be made that no boys be admitted to it who have within a certain previous period been on the rolls of the Mission School."

Gujránwála Mission School.

96. The only aided school of the middle class that calls for special mention in the Lahore Circle is that at Gujránwála, regarding which the Inspector writes as follows :—

"The American Mission School at Gujránwála is still returned amongst middle class schools* though it is practically quite as much a school of the higher class as the Scotch Mission School at Siálkot. Its upper department contains 60 boys, and it attained a greater degree of success at the University Examination than the Siálkot School did. The institution is a very large one containing no fewer than 435 boys of whom 60 are boys of low caste for whom a separate branch is maintained. The staff of teachers has of late been much strengthened and the consequence has been a marked improvement in the teaching of all the classes. The school is now a very good one, and is highly creditable to its managers."

Mission schools of the middle class in the Rawálpindí Circle.

97. There are two schools of this class in the Rawálpindí Circle, the Mission School at Gujrát, which is useful for boys who cannot pay the fees required in a Government school and the school of the 32nd Pioneers which is in so unsatisfactory a condition that the grant must be withdrawn unless better arrangements can be speedily effected.

* In conformity with a rule some years ago laid down by Government that no school containing less than 6 boys who had passed the Middle School Examination should be returned as a school of the higher class. Next year it will appear in the return of schools of the higher grade.

Mission schools of the middle class in the Mooltan Circle.

98. In the Mooltan Circle are four aided Mission schools of the middle class, at Mooltan, at Sujabad in the same District, at Dera Ismaíl Khán, and at Bannú, and a school in the Sadr Bázár at Mooltan, which is under the management of the Cantonment Magistrate. The Mooltan School is reported to be in very fair working order, the manager spends from three to four hours daily in teaching, and the staff of the school has been strengthened, 2 boys passed the Middle School Examination and a further improvement may be expected during the current year. The Dera Gázi Khán school is reported to be making satisfactory progress and contains with its branches 334 boys. Two ex-students of the school went up to the Entrance Examination of the Calcutta University, 3 of the Punjab University College and were successful in both examinations. 2 students passed the Middle and 20 the Lower School Examination. In the lower classes more attention should be paid to writing and Arithmetic. The manager spends four hours daily in the school. The progress of the Bannú School has been retarded by the prevalence of Cholera. Very few boys learn English in this school and the manager thought of discontinuing instruction in that language. The idea has however been relinquished. It is hoped that four boys will be prepared for the next Middle School Examination, 25 boys were successful in the Lower School Examination. The Manager devotes about three hours daily to regular tuition exclusive of time spent in examining and correcting exercises and in general superintendance.

AIDED SCHOOLS OF THE LOWER CLASS.

Statistics of Aided Lower Schools.

99. Amongst aided schools of the lower class are included the lower departments and branches of the majority of District Schools, Branches of Mission Schools, the 45 Primary Mission schools and a few others. The number of boys attending the branches and lower departments of District Schools maintained on the grant-in-aid system has decreased from 7,073 in the previous year to 6,447 at the close of the year under report, whilst the fees have increased from Rs. 9,670 to Rs. 10,059, the average attendance was 5,779. The progress of these schools has been in many places greatly retarded by the excessive sickness that prevailed last year. The falling off in numbers is however to be attributed to the levy of higher fees.

There were 3,131 boys in the branches of Mission schools against 3,475 at the close of the previous year showing a decrease of 344 boys, the average attendance was 2,603. The boys attending lower classes in buildings occupied by aided schools of the higher and middle class are included in the returns of those schools. Of the Primary Mission schools 35 are for low caste boys in the Delhi and Gurgáon Districts, 15 are in British Lahaul, the remaining 5 were in Kotegurh and the surrounding villages, but 4 of these have been closed

since the end of the year. The condition of the low caste schools at Delhi is thus described by the Inspector. Their utility would be increased if technical instructions were introduced.

"The Baptist Mission schools, intended principally for low caste boys are 35 in number and are scattered through the city of Delhi, and over the Districts of Delhi, and Gurgáon. There are altogether 687 men and boys on the rolls, 18 of these schools located within the city and within easy distance of it, were collected for my inspection in the central school building, 283 boys were present. In the central school out of 66 boys only 6 are chumárs and the course of study here is more advanced than in any of the other schools, and English and Persian are taught in an elementary way. I do not think the English teacher could take his boys beyond the Primer. In all the other schools Hindi is taught, and the reading book is the New Testament; in some, Urdu also is taught and a few boys here and there read Persian. In this class of schools nothing but the most elementary education can be attempted, it is useless teaching them Persian.

This is no doubt a most useful work as it reaches a class which Government schools fail to reach. The usefulness might however be extended and money and labour economised if two or three adjacent schools were amalgamated. Twenty-two of these schools at present have an attendance of less than 20. No fees to speak of are taken and the expenditure for the year was Rs. 3,236-8-0 of which Government contributed Rs. 600, and the Delhi municipality Rs. 600."

Aided Lower Schools Lahore Circle.

The school of Khalifa Ibrahim in the Jullundur District has passed under the management of the Deputy Commissioner and does not virtually differ from the Government Vernacular schools of the District. The two Muhammadan schools at Amritsar maintained, the one by Meán Muhammad Ján the other by Maulavi Abdul Qári are said to fulfil very fairly the purpose for which they were founded, as they give a fair oriental education, including religious teaching, combined with instruction in Arithmetic, Geography &c.

INDIGENOUS SCHOOLS.

Statistics of Indigenous Schools.

100. It will be convenient here to notice the Indigenous schools of the Province. According to the returns furnished by District officers there were at the close of the year 4,803 schools containing 56,642 boys. This shews an increase of about 8,000 over the previous year. The increase is confined to the Districts of Hazárá and Kohát, for which returns were not supplied last year and to Gujrát. The increase in the latter District however is evidently due to an error in the returns either for the year under report or the previous year. In the remaining Districts there has been on the whole a slight falling off.

Notice of Indigenous Schools.

Considerably more than half the boys attending Indigenous schools are returned as learning Arabic; and of those returned as learning Arabic about three-fifths are in the Ráwalpindí Circle. 518 are shewn as learning English, 2,305 Urdu,

7,887 Persian, 1,228 Sanskrit, 3,307 Hindi in the Nagri character and 9,285 Banya's accounts &c.

Formerly there was a considerable number of Maktabs or Indigenous schools in which Persian was taught, but the great majority of these have been gradually absorbed in our system. When Primary schools were first established throughout the province, we employed all the Indigenous teachers we could find who possessed sufficient ability and were willing to accept appointments. Such men generally brought with them their own pupils and the numbers were of course swelled by new boys. Amongst the teachers thus employed were many men who were good Persian and Arabic scholars, but they were ignorant of mathematics, history and geography ; and were subsequently sent to study these subjects in Normal Schools. In many of the large towns Government and aided schools were set on foot in which English was taught. At first there was considerable rivalry between these and the Indigenous Maktabs ; and this continued for some years. I then tried the experiment of organising Branch Schools in various quarters of the city of Delhi, and the system was soon extended throughout the larger towns and cities of the Province. Where Indigenous schools of a suitable character existed, these formed the nucleus of the Branches which are now maintained on the grant-in-aid system, and constitute the basis of higher education.

The Indigenous schools thus taken over by the Department were for the most part Persian Maktabs. Some of the teachers in these Maktabs were as I have already stated, good Persian scholars while the attainments of others were of a much lower order.

The system of instruction that prevailed in most of these schools was of a very indifferent character. The boys began with the Karímá which they were required to learn by heart, first *be-m'ane i. e.* without the meaning, and then *ba-m'ane i. e.* with the literal translation, but without any comprehension of the subject matter. The same process was then gone through with other Persian books. The pupil if told to read from the begining of a chapter, could repeat what he had learnt by heart with fluency, and follow the text in his book. If put on in the middle of a sentence he was generally unable to read a word. His memory was certainly strengthened by this system, but there was no attempt to cultivate his intelligence or to exercise his reasoning power. When Urdu books were introduced by the Department they were taught at first in the same way, and it was only by slow degrees that we were able to suppress entirely the former practice.

In Indigenous schools where Banya's accounts are taught, the boys receive no literary education whatever. Constant efforts have been made however to bring as many of these schools as possible under the influence of the Department. Of course nothing can be done in cases where the teacher

and parents will allow the boys to learn nothing beyond the multiplication table, Banya's account and hundi writing, but a considerable number of schools have been absorbed into our Branch school system, the boys being taught the element of Urdu in addition to accounts and hundi writing and being drafted eventually into the main school.

It must not be supposed that the boys returned as reading Arabic, really learn that language. The great majority merely learn certain portions of the Qurán by heart. The teacher is generally himself incapable of translating what he teaches, into the vernacular. Sometimes he is blind. He rarely possesses the will or the ability to teach anything beyond that which custom requires. Over these schools the Department can exercise no influence, but it does not follow that no influence is exercised over the boys, and, as a mattter of fact, many of the latter enter Government schools after having learnt what is considered necessary in the mosque.

It was observed in the review by Government on my last annual report that the difficulty of aiding Indigenous schools in frontier Districts lay as had been anticipated chiefly in the absence of eligible schools to aid ; but that the Lieutenant Governor trusted to the Department in consultation with local authorities, to continue its endeavours for the development of existing educational institutions, and the enlistment on the side of Government and an improved form of education of the teachers of Indigenous schools, whether attached to religious institutions or separate from them. This matter has received constant attention for some years past in the Peshawar District, and as there were scarcely any Indigenous schools already in existence, which it was possible to influence in the manner desired, the experiment has been tried of promoting the establishment of new schools of this class. On this subject Mr. Pearson writes as follows :—

"In compliance with the orders of His Honor the Lieutenant Governor, for some years past, efforts have been made to encourage Indigenous schools by grant-in-aid. In the city of Peshawar there are a few such schools which have been attached to the municipal aided school, or to the Mission School, but in neither case have the results been very satisfactory. In the District however there is only one Persian school of any reputation viz :— that at Prowg, which has been in receipt of an allowance from the District Fund for the last two years. Since my last inspection 4 Indigenous schools have been established under Mullás who have some experience of the Government school system. The plan which has been adopted, is to place one of these men under the patronage of a Khán who provides his food and other advantages. The Mulá receives in addition an allowance of Rs. 5 or Rs. 3 from the District Funds.

He sits in the village mosque, teaches the Imám in the usual manner, and besides instructs some of his pupils in the subject of the Government course. Only those who read something besides the Qurán are included in the returns. This system which is in fact a creation of Indigenous schools, was not contemplated by the Lieutenant Governor, and it is

too early to say whether it will turn out well, but the cost is trifling and the experiment seems worth trying."

It has been shewn that the majority of the Indigenous schools in which in former days any kind of literary education was given, have been actually absorbed in our system and that we have assimilated also a considerable number of schools in which formerly the multiplication table, elementary accounts, and hundi writing were the sole object of study. It has been explained also, that as a general rule no useful influence can be exerted by the Department on the majority of existing Indigenous schools where the boys learn portions of a religious book by rote in a foreign language under the superintendence of a teacher who is incapable of imparting any other instruction. Signs however are not wanting that Indigenous schools of a different kind may be expected to spring into existence. The people have in some cases appointed English teachers and have in others established Anglo-Vernacular schools for themselves; in the hope generally that a grant-in-aid may be obtained from Government. The most important of such schools is the city school at Dera Ismaíl Khán which was formed a few years ago in consequence of some disagreement with the Mission. It contains altogether 223 boys of whom 80 are in the middle department and learn English. As the cost of an English education is reduced, such schools are likely to become numerous more especially if they are aided by Government. There appears again to be a tendency to establish Vernacular lower schools for Muhammadan children similar to those maintained by Government, either with or without the addition of religious instruction. Some free schools of this kind have recently been opened in Lahore, and there are two at Amritsar which have been already noticed under the head of aided schools.

AIDED FEMALE SCHOOLS FOR NATIVES.

101. There are 223 Aided Female Schools for natives containing 6,576 girls, being an increase of ten schools since the close of the previous year. The number of girls has, however, fallen from 6,644 to 6,576 in consequence of the state of Bedi Khem Singh's schools, for which no proper financial arrangements have yet been made. The average attendance was 4,835 against 4,890 in the previous year. The grant-in-aid given to these schools from Provincial Services amounted to Rs. 16,321.

Statistics of Aided Female Schools.

The aided schools comprised 57 Mission schools, besides 10 (one of which is for Christians) under the Indian Female Normal School and Indian Society at Lahore, and 3 sets of Zenana classes; 31 schools are under Deputy Commissioners, 51 under Bedi Khem Singh, and 71 under native committees or committees consisting principally of natives.

102. The Mission Schools at Delhi and Kotegarh are thus described by the Inspector.

S. P. G. Mission Schools.

"The 4 S. P. G. Mission schools at Delhi educated 90 girls at a total annual cost of Rs. 2,073-13-0 of which Government gave during the past year Rs. 1,017. These schools act as feeders to the Muhammadan Normal School for women. A large proportion of the pupils are very young, but most of them can read easy Urdu pretty fluently but very little progress has been made in writing. The S. P. G. Mission have also, an industrial school in which 27 Muhammadan women are taught embroidery and needle work, Zanana classes in Delhi with 212 pupils, and in Karnal with 29. These are not open to my inspection. A total expenditure of Rs. 8,396-8-0 has been incurred during the past year and the Government grant was Rs. 2,076."

Baptist Mission Schools.

"The Baptist Mission has three Female schools, one being a boarding school for native Christian girls and the other two, day schools for girls of low caste. The boarding school is a very deserving institution. Besides the 20 boarders in the house there are 4 girls and 4 little boys who attend as day scholars. The scheme of studies prescribed for a Government Vernacular school is adopted with this difference, that English is taught instead of Persian. More than half the girls could read the English primer very fairly and translate the sentences into Urdu: they also read the Urdu 3rd book very fluently and answer easy questions in grammar. In writing they are fair, and good in geography. Arithmetic is backward. In the low caste schools half-a-dozen girls can read a little Hindi; but as these have been established only since last May, much progress cannot be expected, specially as the attendance does not seem to be very regular.

The Baptist Mission has also zanana classes containing 122 girls. The total expenditure on the Female schools of this Mission amounts to Rs. 4,444-3-0 and of this, Government contributed Rs. 645."

Kotegarh Mission Schools.

"The single school of this Mission has 18 girls, of whom 15 were present at Mr. Sime's inspection, 5 could read and write, the rest were quite beginners. Annual expenditure Rs. 350. Government grant Rs. 120."

103. The following extracts regarding Mission schools in the Lahore Circle are from the Inspector's report.

American Presbyterian Mission School Hoshiárpore.

"This is the only native girls school in the District. It is an exception to the rule I have previously laid down that Hindi schools are generally bad, being very carefully looked after, it makes good progress and gives a fair education to a considerable number of little girls."

Church Mission Girls School Kangra.

"In this school a few girls are well taught and can read and write nicely. The majority are beginners. Attendance is very irregular, and only secured by payment,—about Rs. 10 per month are expended in this way."

Church Mission orphanage Amritsar.

"This institution is excellently managed and well taught. All the girls have made good progress during the year, and some have made very creditable advance."

"These schools are now 26 in number. They are constantly and very carefully superintended by some ladies sent out for the purpose by an English society, and they give a very fair elementary education to a large number of girls. Being so carefully looked after, they are decidedly better than the average of girls schools. Two of the schools are so called Normal classes, one for Gurmukhi, and the other for Urdu. In these young women are supposed to the trained for teacherships, but the instruction is at present purely elementary."

Lady Lawrence Girls Schools Amritsar.

"I have been favoured with a report by Mrs. Rodgers' Lady superintendent of Female schools in Amritsar, on the Primary schools in that city. From this it appears that the schools have made really very creditable progress. In nearly all the schools some of the girls can read and write fairly, and do sums in the first four rules, simple and compound, while some have advanced as far as the end of Vulgar fractions. This is highly satisfactory, and is due no doubt to Mrs. Rodgers' indefatigable exertions. Here as elsewhere the Hindi Gurmukhi schools are much inferior to those in which Urdu is taught."

Primary Schools in the city of Amritsar.

"This school is intended to afford a good education to the daughters of native Christians throughout the Province, and it has been very successful in fulfilling its object. The number of girls has increased from 32 to 41, English, Urdu and Persian, are taught to all the girls, and the instruction given has been good except in Arithmetic. The school is a good one, and creditable to all concerned in its management."

Native Christian girls School Lahore.

"There are 10 schools, 5 for Hindús and Sikhs, and 5 for Muhammadans. Very fair progress has been made, a considerable number of the girls can read well and write a little, and all seemed bright and intelligent.

Mission school Gujránwála.

Of the schools under Deputy Commissioners 2 are in the Umballa Circle and all the rest are in the Lahore Circle. The best schools are in the Sialkot District, they are 17 in number and are thus reported on by the Inspector:—

"The Sialkot district shares with Jullundur the credit of having achieved some real success in the matter of female education. Among the Muhammadan schools several are good, and many very promissing. About the best is the one at Samarial which is attended by the daughters of Qutub-ud-din the Zaildar.

Here the girls can read and write really well, and the more advanced can do sums in fractions and rule of three. I have already mentioned the mixed (as to creeds) school at Dhamtal, and there are several others that might be named if necessary. The girls' schools of this district have suffered seriously from the death of Pandit Durga Parshád who had charge of them almost ever since their establishment, and to whose exertions a great deal of their efficiency is due."

The schools under committees consisting principally of native members are all in the Lahore Circle, of these 25 in the Jullundur district are attended entirely by Hindús and continue to be in an unsatisfactory condition; 9 are in the city of Lahore and 37 in Amritsar. The latter are thus reported on.

"There are 37 female schools in the Amritsar district, in 3 of which Gurmukhi is taught, and in the rest Urdu, of the teachers one is a man, and the remainder women, all with two

exceptions, ex-pupils of the Female Normal School at Amritsar. These schools are very expensive but as male inspection is objected to, I am not able from my own knowledge to say that the money is not well spent. I am informed, however by a lady who visited one or two of them that nothing appeared to have been taught and my experience leads me to believe that inspection is never objected to except when it is thought desirable to conceal the actual state of affairs."

104. Regarding the schools under Bedi Khem Singh and the Mission schools of the Ráwalpindí Circle Mr. Pearson writes as follows :—

" Baba Khem Singh's schools in Ráwalpindí and Jhelum districts have been somewhat in abeyance for the last year or two pending the settlement of their financial position. There are at present 33 schools in Ráwalpindí and 18 in Jhelum district. In some schools a number of girls have been taught to read and write and to use their needles, but there has never yet been any satisfactory organisation. Baba Khem Singh is averse to placing the management of the schools in hands of person who would be under the control of Government officers, but without an arrangement of this kind it will be impossible to improve the style of education, or to prevent the waste of the funds which are supplied from the public Treasury.

I visited lately two girls schools under the management of the Ráwalpindí Mission in which the children are taught a good deal of useful knowledge, and habits of propriety and order.

There are also two girl's schools belonging to the Peshawar Mission of which I have no special report, but I was informed by the Rev. Mr. Jukes that they had been visited by ladies of the station and much commended by them."

105. In the Mooltan Circle there are 5 Aided schools belonging to the Church Mission at Mooltan. They contain 71 girls some of whom can read Urdu, 20 can write a little and know the multiplication table ; knitting, crochet &c., are taught with success.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION

A. Government Normal Schools.

106. There were at the close of the year 3 Normal Schools at Delhi, Lahore, and Ráwalpindí. They contained 293 scholars of whom 58 were pupils of the model school attached to the Normal school at Delhi. The number of men actually under training for teacherships was 235. Fifty students were successful in the Normal School examination, six of these obtained 2nd grade certificates qualifying for the charge of Middle Schools, and 44 certificates of the 4th grade, qualifying for the charge of Primary Schools. The fixed standard is a high one, fifty per cent of the total number of marks being required in each subject. It was found expedient to allow some men, who did not quite come up to this standar in Urdu and in the art of teaching, to pass by grace. Some of the questions set by the examiner in the former subject were unsuitable, and in the latter it is impossible

Government Normal Schools.

under the system that has hitherto prevailed, to attain altogether to the standard contemplated. Some of the questions were rather beyond the powers of the students, and both papers were perhaps somewhat long in proportion to the time allowed for answering. The following extracts are from the reports of the Inspectors :—

Normal School at Delhi.

"The Government Normal School at Delhi has been under the charge of Lala Sri Ram M. A. as Head Master throughout the year with the exception of two short interval in which he was temporarily transferred and Mir Nasíruddín officiated. The number of students under training is 63, of whom 36 are Hindús, 26 Muhammadans and 1 Sikh. The classification is thus :—3rd year class 9, 2nd year class 34, 1st year class 20. The first year class consists principally of elderly men who have already been employed as teachers and have been sent in to the Normal school to improve their knowledge, and if possible, to become efficient. They very seldom succeed and I am glad to find that this class is decreasing in numbers. In the 2nd year class are students of Vernacular schools who have passed the Middle School examination and are in training for a Primary School certificate. These are the most promising men and the class has increased during the year from 26 to 34. The 3rd year class is composed of men who have passed through the 2nd year class and are studying for the Middle School certificate. Though the number in it is slightly increased the class is still small. The results of the annual examination held in June last were satisfactory. The following statement gives the number examined, and the number passed in each class.

	No. Examined	No. Passed
3rd year class	5	3
2nd do.	20	14
1st do.	23	18
Nágri class	3	2
	51	37

At the coming examination there will be 43 candidates. The boarding house is occupied by 53 students, whose conduct with one or two slight exceptions, has throughout the year been satisfactory. There has been only one case of illness; it terminated fatally after the removal of the patient to his home in the Umballa district. It was found that he had been for some time suffering from heart disease and this brings me to the suggestion made in the Head Master's report that the candidates for admission to the Normal School should bring a medical certificate of health as is required of all candidates for Government employ. The model school attached is a primary vernacular school with 4 classes. It has 58 boys on the rolls and well serves its very useful purpose."

Normal School Lahore.

"The Lahore Normal school continues to be held in the same most inconvenient and unsuitable building. It remained up to the end of the year under the management of the same Head Master Lalla Thákur Dás B. A., who deserves credit for the efficient condition of the institution. At the annual examination for certificates held in June last the answering of the students was stated by Mr. Pearson to be decidedly better than in the previous year and the working was said to be generally high. Nevertheless out of 35 candidates in the 2nd year class only 8 succeeded obtaining 4th grade certificates, and of 5 in the 3rd year class only one obtained a 2nd grade

'certificate. It was found however that a considerable number of the examiners had 'acquitted themselves so well as to approach very closely to the required standard, and it 'was therefore decided to grant certificates to 13 more men in the 2nd and to 3 in the 3rd 'year class. The number of students increased during the year from 120 to 128. The 'total cost of the institution for the year was Rs. 13,760, an increase of about Rs. 1000 on 'the previous year. This gives the cost of training per annum at Rs. 108 for each student, 'which as it includes stipends, is a moderate amount."

Normal School at Ráwalpindí.

"Some of the students who are sent up from Frontier Districts have very little education but nevertheless it is in Peshawar and Hazára that the value of training is most conspicuous. Where the attainments of both 'masters and pupils are very low a course of two years study in the Normal school makes a 'teacher comparatively efficient. With others the experience gained in the Normal school 'forms only a portion of their equipment. It has sometimes been questioned whether the 'Normal schools are worth their cost. A good deal of fault may justly be found with the 'quality of the instruction and the inferior attainments of some of the men who spend two 'or three years in these institutions, but without them it would be impossible to find 'competent teachers. It is now the plan to employ boys, who have passed the Middle 'School examination, as assistant teachers until they are old enough to pass through the 'Normal school and take charge of schools. In a few years it may be possible to abolish 'all the inferior Normal schools and to send to the Central Normal school such young men 'as may have had a good education in Middle schools. At present the supply from this 'source would be insufficient, and backward Districts would suffer in a special degree. The 'Ráwalpindí Normal school trains the only men who can be employed as teachers and 'improves their qualifications, as two years of constant study cannot fail to do. This 'school has not of late years been successful in the annual examination for certificates. 'The failure has been due in some degree to the examination rather than to want of pre-'paration on the part of the candidates, but still the men of this school have not kept on 'a par with those of the Lahore and Delhi Normal schools as was the case in former years. 'At the examination held in June 1876, there were 7 third year candidates and 17 second 'year candidates. Only one of the latter passed in the 4th grade, though 8 men were 'subsequently allowed to pass by grace. The aggregate marks however were only in a few 'cases, less than 50 per cent and the failure was chiefly in Urdu Literature and the art of 'teaching. Exception might fairly be taken to some of the questions in both these subjects. 'In Urdu and the art of teaching the examiners seem hardly to have considered whether it 'was reasonable to expect that the men would write their answers within the time allowed. 'As regards the art of teaching however I must admit that the men of the Ráwalpindí Nor-'mal school have not been efficiently taught. Mr. Staines who has been the Head 'Master since 1871 deserves credit for his careful and considerate management of the stu-'dents, but he has had little influence with his assistants and is without the experience 'and attainments which are required in the superintendent of a Normal school. Instruc-'tion in Method has been little more than questioning the students upon an abstract of 'the Isháŕát-ut-tálim, and whenever I return to Ráwalpindí after a long absence, I am 'always disappointed with the style of teaching and the superficial knowledge of many of the 'students. Nevertheless some useful knowledge is acquired, and if the Inspector has 'leisure to be a constant visitor during two or three months in the hot weather, I believe 'that the Normal school on its reduced and less ambitious scale may be made to fulfil its 'purpose."

Establishment of a Training College at Lahore.

107. At the time of the submission of my last report the question of establishing a Central Training College at Lahore for both Vernacular teachers and teachers of English was under the consideration of Government. The establishment of a Training College has now been definitely decided on, Mr. Dick of the Lahore College has been deputed to take charge of it in the capacity of Principal; and Lála Sri Ram M. A. has been appointed assistant superintendent. Mr. Dick in concert with myself has drawn up a definite scheme which has been submitted to Government and still awaits sanction.

English and Vernacular.

Hitherto there has been no provision whatever for the professional training of men employed as teachers of English, the training of Vernacular teachers only having been undertaken in the Normal schools at Delhi, Lahore and Ráwalpindí. In these Normal schools the instruction imparted has been of two kinds: as it has been necessary, firstly to carry the education of the students to a higher standard, and secondly, to instruct them in the art of teaching others. To carry out the latter purpose efficiently a Model school is absolutely necessary; but the want of proper accomodation has hitherto prevented the formation of Model schools at Lahore and Ráwalpindí. At Delhi a small Model school has been maintained and the technical teaching in that city has been more in accordance with European methods than is usually seen in this country. I have been, as I observed last year, much struck with the intelligence displayed by some of the teachers under training in their lessons to the boys of the Model school and at their perfect success in gaining the attention and keeping up the interest of all the boys in the class. Still the technical training imparted, though comparatively good, has been very inferior to what it might become under the supervision of a thoroughly competent European officer, with attainments equal to those of the Principal of a good Training College in England.

Central Training College.

The Central Training College will afford the means of training men who are to be employed as English masters and also of giving a greatly improved training to teachers of Vernacular schools. Those who attend the English class must have passed either the First Arts or B. A. examination of the Calcutta University or the corresponding examination of the Punjab University College. These are the qualifications at present required from all candidates for employment as English masters. It has sometimes been suggested that students of the Lahore College, who are going through the ordinary course, might attend lectures on the Art of Teaching. Such an arrangement is not however at all desirable. The energy of these students is already taxed beyond their strength and I should strongly deprecate any addition to the present burden. Those who are to undergo technical training should come to it with minds undisturbed by impending examinations. The preparation for their

profession should absorb all their time and all their thought and if any real success is to be attained, one must enter on it, with undivided attention and some amount of enthusiasm. Stipendiary Vernacular students sent in by District Officers will be required to have passed the Middle school examination before admission to the *junior* class, and to have passed the Entrance Examination in the Vernacular and gone through that prescribed for a High Vernacular school before admission to the *senior* class. Instruction up to this standard will be given in the Minor Normal schools which will still be maintained on a reduced scale. Eventually admission to the two Vernacular classes can be made after passing the Entrance and First Arts examination in the Vernacular.

Proposal of establishing Training College.

It was originally proposed to establish a Training College especially for English masters. Such a measure, however, was impracticable on account of the expense that it would have involved, and it would not have been so effective as the scheme under consideration. Another proposal was to attach a professor of Method to the Lahore College. I have already pointed out the principal objections to any attempt at the technical training of College students before their general education is completed. When, moreover, a boy is taught English he is taught translation and retranslation, and for several years every explanation must be given through the medium of the Vernacular. Lectures on the theory of education delivered in English would not help a man much here. In order to train efficiently for the performance of this duty he must be made practically familiar with it by working in a Model school under the superintendence of an Englishman with whom a native should be associated. Again though an English master's first duty is of course to teach the English language, he is responsible, when placed in charge of a school, for the teaching in all its branches. He would not ordinarily interfere with the instruction given in classical languages in the higher classes; but it is most essential that he should be competent to supervise the teaching in Mathematics, History and Geography, which is carried on to a great extent through the medium of the Vernacular, and the entire course of instruction imparted in the lower classes. An Anglo-Vernacular Training College with an Anglo-Vernacular model school attached to it, is the only kind of institution in which an English master can be thoroughly instructed in the practical duties of his profession.

Employment of Natives of this Province on the District School establishment.

108. It has been ruled by the Supreme Government that natives of the Province are to be employed, as far as may be practicable, on the District school establishment. If the salaries of the higher appointments were sufficient to attract and to maintain in contentment really first rate masters there would be some evident advantages in employing Englishmen in the higher appointments in District Schools, this however is not the case and it has been definitely ruled that their salaries shall not be raised. Under these circumstances it is certainly undesi-

rable, as a general rule, to employ Englishmen as school masters. In any case they could be employed in a few schools only, whilst the decision to give the preference to natives of the Province, will it may be expected, greatly tend in one respect to raise the standard of all our District schools, as it cannot fail to induce a considerable proportion of the ablest men in the Province to seek employment in the Department. Be this as it may, the fact that the highest posts open to school masters will in future years be conferred chiefly on natives of the Province, renders it all the more necessary that candidates for emyloyment should understand the theory and be thoroughly instructed in the practical work of their profession.

Comparison between trained teachers in England and University men.

109. Invidious comparisons are sometimes made between trained teachers employed in Elementary schools in England and men who have received an University education and are employed in schools of a higher class. It would be as reasonable to compare a clever and well educated mechanic thoroughly familiar with the workshop and a young Engineer who had studied his profession from books alone. The latter might become in time a most eminent engineer, but he would have to gain his experience, and it is not to be supposed that if he were placed at first in charge of important works, these works would be in no danger of suffering from his want of practical knowledge. The necessity of training teachers for schools above the elementary is now recognized in England and a society for this purpose has been recently formed under the patronage of some of the most eminent persons in the country and with the support of many distinguished educationists including the Head masters of some of the principal public schools.

B. AIDED NORMAL SCHOOLS.

110. There were at the end of the year, 7 aided Normal scholars, one for men and six for females, including the European Training school for the Zanana mission in Delhi, the rest in the Lahore Circle.

Amritsar Normal School of the Christian Vernacular education society.

The Male Normal School is maintained at Amritsar by the Christian Vernacular Education Society. It contained 36 scholars at the close of the year and the average attendance was 31. The Government grant amounted to Rs. 3000. This institution suffered during the prolonged absence on leave of Mr. Rodgers but has quite recovered its efficiency since his return. He is assisted by Mr. Keyworth who has now so far advanced in knowledge of the language as to be able to take a useful part in the school work. It is intended to introduce classes for the training of English teachers but the arrangements for this purpose are not yet complete.

S. P. G. European Training School Delhi.

The S. P. G. European Training school at Delhi is a very useful Institution. It is intended to supply competent teachers for Zanana Missions. Ladies of these Missions are now eagerly welcomed in many homes and there can be little doubt that Zanana teaching is destined to exercise a most powerful influence on the education of girls of good family whose relatives would never think of sending them to school. The Inspector reports on the Training school in the following terms :—

"It was examined by Mr. Sime in September last when there were only 3 pupils on 'the rolls. One of them C. Hanney answered fairly well in all her papers and made 322 'out of 700 marks : the second girl E. King made only 233, and the third M. Brown is 'very backward. There are now 6 girls. Two of these are to be examined for certificates 'in June, that is 4 or 5 months before the completion of their two years course owing to 'an urgent need for European teachers. The subjects of examination are Divinity, English 'History, Geography, Arithmetic, Urdu, and Hindi. The total expenditure is Rs. 1,238 of 'which the Government grant covered Rs. 360. The monthly schooling fee is put down at 'Rs. 15 but only Rs. 70 were realized during the year. Most of the girls now studying here 'are from the Lawrence Military Asylum Sanawar."

Normal School Delhi for Native Women.

The Aided Normal school at Delhi for native women is also maintained by the S. P. G. mission. It consists of two Departments, one for Muhamadans, the other for Hindus. Regarding this Institution the Inspector writes as follows :—

"The Musalmáni school has during the past year been reorganized and I think the new arrangement is likely to be an improvement. Formerly the school contained only elderly women who never attained to any satisfactory degree of proficiency, these have been dismissed and their places supplied by drafting the more advanced girls from the S. P. G. Female schools which have been noticed before. The prescribed course of study extends over 3 years and goes up to the standard of the 3rd class of a Primary School. I have suggested to Mr. Winter that the standard be raised to that of the 4th class. The 11 girls now in the school are all young, they have over two years to complete the course, and 8 of them are so well advanced in all their subjects except Arithmetic that there will be no difficulty in reaching within the time the higher standard I have proposed. The 4 girls' schools will continue to act as feeders."

"In the Hindi Department, there are 11 women in the Normal school proper. The figures given in the annual returns apparently include the two Branch schools. I should be glad to see the Hindu school reorganized in the same way as the Musalmáni school has been. At present a large proportion of the women are so old that I cannot understand what object there is in encouraging them with stipends of one rupee a month to read. There is no hope of their ever becoming competent teachers. Some of the younger women are well advanced and very promising : others of similar age, who have made some progress in the Branch schools, might be transferred to the Normal class. Some useful teachers might there then be produced. The expenditure on this school amounts to Rs. 3,579-8 of which Government contributed during the past year Rs. 1,793-13. This is high, owing principally to the costliness of European Superintendence and to a large sum being expended monthly on stipends to the pupils. Still the cost to Government of each pupil is this year less by Rs. 9 than it

was last. But even now the training of a mistress in this school is more expensive than the training of a master in the Government Normal school at Delhi."

Aided Normal Schools ahore Circle.

The Siálkot Normal school was closed at the end of the year, having been found to serve no useful purpose. The Lahore Normal school is still on an unsatisfactory footing; but the Committee are now I believe really anxious to improve it and I trust that a thorough reform may be carried out shortly. Hitherto the expenditure on this Institution, the greater portion of which has been borne by Government has been quite out of proportion to the results. The Mission Normal school at Jullundur like most others has been hitherto unsuccessful in training efficient teachers. Regarding the Normal school at Amritsar the Inspector writes as follows:

Amritsar Normal School.

"This consists of three parts, one for Muhammadans, one for Hindus, and one for Sikhs. In the Muhammadan section the students read Gulistan and Bostan, Urdu, Persian and Urdu Grammar, Geography of the Punjab, India, Asia, Europe, and Africa, and Arithmetic to the end of Vulgar fractions. The other sections have a similar course in Hindi and Gurmukhis but the students do not seem to be quite so far advanced. The teaching generally, appears to have been good. This I imagine is the only one of the Female Normal schools which fulfils the object of its existence by turning out qualified teachers who are able to procure employment in schools. Mr. Rodgers reports that during the last quarter of the year 3 women had left the school and obtained teacherships, and a number of the primary schools in the city of Amritsar are supplied with teachers from this institution."

INDUSTRIAL SCHOOLS.

111. The Mayo School of Industrial art contained at the close of the year 68 pupils of whom one was a Christian, 39 were Muhammadans, 16 Hindus and 12 Sikhs, among these were 20 boys belonging to the school of carpentry recently held in the verandah of the Director's office, who attended the Mayo School for two hours daily to learn drawing. The school of carpentry has now been placed under Mr. Kipling the Principal of the Mayo school of Industrial Art and incorporated with the latter Institution, Scholarships were awarded to 10 of the students of whom two received Rs 10/ two Rs. 7/ and the remainder Rs. 5/ per mensum.

It was reported last year that the school was attended by youths of various ages drawn from various classes of society; that some were the sons of artizans whilst others belonged to the munshi or naukaripesha class; and that whilst the sons of artizans shewed in many instances considerable aptitude and great interest in their work, boys of the naukaripesha class set about what they had to do in a mechanical way, and evinced little interest unless in the prospect of some day obtaining scholarships. The experience of the past year,

is quite in accordance with these remarks, as is shewn by the following extract from Mr. Kipling's report.

" A number of youths of the naukari pesha class entered the school experimentally and left on discovering they had no particular vocation for the arts. A certain amount of disappointment has thus been unavoidably caused to some respectable young men who look on the school as a kind of Government Office in which having once taken a seat they are bound to rise by dint of respectability, regular attendance and good conduct. The notion firmly fixed in their minds that without any aptitude for or interest in their work, with no definite prospect beyond the receipt of a monthly dole, no inclination to practice out of school hours and with not the faintest trace of the enthusiasm essential to success, they are yet entitled to an allowance which shall maintain them while they perform a languid task-work of a few hours daily, is one that causes me a considerable amount of trouble and anxiety. But as the industrial side of the school is developed not only will its scope be more fully understood, but it is possible that there may be more openings for youths of this class, for whom on all accounts it is exceedingly desirable to find employment. At present, however, I am convinced of the propriety of reserving the stipends offered by Government for the encouragement of the school for youths who by natural talent and hereditary occupation are likely in some independent way to turn the instruction received to practical account. And it will be seen from the list given above that only half the number of stipends offered by the Goverment have been allotted. But among the junior classes there are youths who promise shortly to be eligible."

The junior classes were instructed in elementary free hand drawing, the elements of geometry and drawing from plants and objects ; whilst some of the more advanced boys were engaged in copying the fresco decorations of Wazir Khán's mosque which are very good examples of Indian wall painting. The senior class was employed on studies of Indian design from objects in the museum, from photographs, books and drawings and also in geometry and drawing foliage from nature, and in studies of original design. Some of the drawings and original designs of these students were exhibited at Simla in the late Art exhibition and shewed conclusively the great success that has attended the instruction imparted by Mr. Kipling during the short time that has elapsed since the establishment of the school of art.

Mr. Kipling points out that whilst insisting on the essential unity of the art of design, especially of Indian art, care has been taken to keep each student engaged, as far as possible, on studies within his own line. Thus three youths, who are draughtsmen by hereditary occupation, and who have developed considerable aptitude for ornamental design, have been kept to such work as would fit them to excel as decorative designers of the various objects of Indian industry. Two others shew more inclination for architectural detail and have been chiefly engaged in architectural drawing. Two who are carpenters by trade have practised, beside their own handicraft, the design of wood construction and ornamentation with great industry and commensurate improvement. Four students again have been learning moulding in plaster and modelling in clay

and have also practised drawing. Regarding the share taken by the school of art in the preparations for the Imperial assemblage and the importance of giving a practical aim to the work of the school, Mr. Kipling writes as follows :—

"The ordinary work of the school was varied by the preparation for the Imperial Assemblage at Delhi and I venture to think that the share we had the honor to take in those preparations, showed a considerable amount of capability on the part of the leading students. We were commissioned by the Government of India to prepare from the suggestions of H. E. the Viceroy a series of banners emblazoned with the arms of Princes and Chiefs of India, and of Governors, Lieutenant Governors, and Commander-in-chief. The heraldic achievements of the Native Princes were then for the first time fully drawn out. It was necessary to employ a large number of embroiderers in Silk, silver and gold for whom every line of the unfamiliar work had to be drawn.

Sher Muhammad, Muhammad Dín, Jiva Rám, Amír Baksh, Fazl Ahmad, Rám Sing, wrought assiduously at the work of enlarging and carrying out details from my sketches, and I seriously doubt whether the same number of English students would have so readily grasped the general notion of heraldry and the character of line required. In the delineation of the strange creatures of hinder mythology Amír Baksh and Alladín were particularly happy. The gold embroidery at the back of the Viceroy's banner designed from a rough general indication by Muhammad Dín was a very creditable piece of Indian Arabesque. We also furnished detailed full size drawings for the broideries on the base of the dais. Seven of the senior students accompanied me to Delhi and wrought with most exemplary diligence at the comparatively mechanical task work of lettering the name plates and fitting together the elaborate brass work of the banner poles.

For the work as a whole, done against time, we had the honor to receive commendation.

It is not perhaps to be desired that the energies of an educational institution should be wholly absorbed in production, but I am convinced that the intelligence and powers of the students are more fully brought out by a demand for some special design for a given purpose. The danger ever present to my mind is vagueness of aim. An honest blacksmith's shop would be a more useful institution than a school in India that sets out to teach the theory and principles of art *pur et simple*. Happily in this country they have not hitherto been dissociated from practice. And it is of some importance that subjects for technical practice should be given us. The carpentry school as it grows will incidentally furnish some, and the orders of His Honor the Lieutenant Governor that we should be consulted as to the carpet patterns used in the jails will give useful and instructive work to which I hope to add, as the modelling and moulding class improves in facility *terra-cötta* and enamelled *faience* to be burned at the jail kilns. I trust the success of our first essay in production may suggest to the Government the propriety of entrusting to us some piece of decorative work which would serve as useful practice, and also inform the public more completely of the aims of the school. For it is by the public, after all, that we mainly hope to live. That the public, when it is prosperous, will follow the lead of Government, has been proved in Bombay, where both European and native builders have done their best to emulate the decorative features of the new Government buildings."

The expenditure on the new building is to be provided from the Mayo Memorial fund. The site selected is near the station library ; concerning the design of the building Mr. Kipling writes thus :—

"The funds available for the building will not allow of any lavish expenditure in

decoration nor indeed is it desirable. But the preparation of the design in conjunction with the Executive Engineer will give us work for which we are trying to prepare ourselves by the study of good examples. It is proposed that the building shall be of plastered brick and Saracenic in style."

The following remarks regarding the prospects of the school and the difficulties against which Mr. Kipling has to contend will be found of interest. I entertain no doubt that as the practical advantages of the school were to be better understood, the municipalities in all parts of the Province will be eager to avail themselves of Mr. Kipling's advice and assistance in the establishment of affiliated Industrial schools.

" It is not easy to persuade native students to make any very strenuous effort towards self-improvement outside their school work. Some of the more advanced however are beginning to perceive how much of the designers or craftsman's power must be attained by independent exertion and the habit of observation. Rám Singh the leader of the carpenter youths, for instance, returned from his vacation at Amritsar with a collection of paper casts from the old wood carvings there, and on another occasion with sketches from the marble inlay decoration of the Darbar. Sahib Fazl Ahmad has under pressure from time to time brought drawings of architectural details from actual buildings, and Muhammad Dín I. and Muhammad Dín II. had some creditable sketches to show after their vacation. But the rule is rather languor than activity of mind and most would be quite content to sit day by day carrying out instructions with an obedience which is more slavish than satisfactory. But that this mental habit may be greatly modified by enlarged intelligence and the stimulus of competition my experience compels me to believe. The prejudice in favour of the comparative respectability and gentility of mere draughtsmanship by which mechanical drawing with compasses is usually understood over practical work, acts as a minor hindrance especially with regard to clay and plaster. Modelling is considered to be potter's work. On my suggesting to a student engaged on some architectural details that in order to properly understand the changes of form from a square to an octagon and then to a circle he should get a cube of wood and having cut it to these forms he should draw them in perspective and elevation, he replied with some *hauteur*—'But that is Carpenter's work.' Prejudices of this kind can only be overcome by patience of practice.

On the whole, although I have not hesitated to state as plainly as possible the difficulties and drawbacks we have met, the progress of the school, on the somewhat limited lines first laid down, has in some respects exceeded my anticipations and now that it is assuming a more technical character I have few misgivings as to its future usefulness. And the interest shewn in technical instruction by the officers of the Educational Department and others, leads me to believe that as it grows in capability it will be associated with other industrial schools in the Province. I ought to add that I am indebted to yourself, to General Maclagan R. E., to Mr. B. H. Baden Powell C. S. and to the Revd. W. H. Tribe for much encouragement and assistance."

SECTION VII.

SCHOLARSHIPS.

112. Scholarships are allowed by Government to one out of every four

Scholarships tenable in Colleges.

of the candidates who are successful in the Entrance and First Arts examinations of the Calcutta University. They are tenable in the Government College at Lahore and were tenable at Delhi also, previous to the abolition of the Delhi College. Students who are successful in the corresponding examinations of the Punjab University College, are eligible for scholarships awarded by the Senate.

Scholarships tenable in district schools.

113. A monthly expenditure of Rs. 1,000 is sanctioned for scholarships to students of District Schools. These scholarships with a few special exceptions are awarded in accordance with the results of the Annual Middle School examination and are tenable in the Upper Departments of District Schools. Scholarships of the aggregate value of Rs. 400 p. m. are awarded on the same principle to boys of Vernacular schools, and are tenable in the High Vernacular School at Ludhiána, but are not as a rule all taken up.

The following statement shews the distribution of Government scholarships for the year 1877 :—

Colleges	Rs.	487	0	0	*p. m.*
Upper District Schools	„	780	0	0	„
Middle Do. Do.	„	56	4	0	„
Ludhiána High Vernacular School	„	185	9	0	„
Normal Schools	„	258	4	0	„

Scholarships awarded by the Punjab University College.

114. The Punjab University College awarded scholarships of the aggregate value of Rs. 6,202 to students of the Government Colleges, besides Rs. 220 to students attending the Engineering Classes attached to District Schools.

Scholarships awarded by District Committees and Municipalities.

115. District Committees and Municipalities are authorized to award scholarships not exceeding Rs. 3 p. m. to students who have passed the Primary School examination. These scholarships are tenable in District Schools or in Vernacular schools of the middle class, and rules have been laid down by Government with the view of insuring the selection of suitable candidates. Boys of the agricultural class only are eligible for scholarships awarded by District Committees.

Scholarships tenable in the Anglo-Arabic school Delhi.

116. Special scholarships are allowed to a certain number of Muhammadan boys attending the Anglo-Arabic school at Delhi, which is maintained from the proceeds of the Nawáb Fund, the endowment made by the late Nawáb Fazl 'Ali Khán for the promotion of education in his native city

117. Scholarships of the aggregate value of Rs. 135 p. m. are sanctioned for the Mayo School of Industrial Art. Of these 10 had been awarded before the close of the year and 10 were still vacant.

Scholarships tenable in the Mayo School of Industrial Art, Lahore.

118. The sum of Rs. 15,358 was expended d ring the year on stipends to Normal School students; but these stipends are not properly scholarships and may be viewed as salaries.

Stipends to Normal School students.

SECTION VIII.

EMPLOYMENT OF STUDENTS.

119. 22 students left the Lahore College during the year. 5 of these obtained Government employment on salaries varying from Rs. 30 to Rs. 80, and of the average value of Rs. 53; 5 are studying Law; one is a teacher in the Oriental College; two have joined the Engineering Class of the Punjab University College; and particulars with regard to the rest are not known.

Employment of matriculated students.

19 studonts left the Delhi College, of whom 8 obtained employment on salaries of from Rs. 30 to Rs. 60; 3 died; one joined the Medical School Lahore; 4 are without employment; and particulars regarding the rest are not known.

Of the 171 students who passed the Entrance examination of the Calcutta University and the Punjab University College, 100 entered either the Lahore or Delhi College, 10 are studying Engineering in the schools from which they matriculated; one is reading Law; 5 joined the Engineering Class of the Punjab University College; 23 have obtained appointments; 26 are without employ; and particulars as to six are not known.

107 unmatriculated students of district schools have obtained employment, 36 in the Educational Department, 39 in the Civil Department and 32 in other Departments on salaries averaging Rs. 13-9-0.

From Vernacular schools 302 students obtained employment on salaries averaging Rs. 9-10-0 per mensem. Of these 124 are employed in the Civil Department, 98 in the Educational Department, and 80 obtained other appointments. In the previous year 299 students obtained employment on salaries averaging Rs 8-6-8.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

120. At the close of the year, 11,274 boys were learning English, of whom 5,166 were in Government and 6,108 in Aided schools. In Government schools, boys are not allowed to

Number of students learning English language.

begin English, till they have passed the lower school examination ; in Mission schools, many boys learn English before they reach this standard. The evils to both Vernacular and English education that result from this practice were explained in my report for 1874-75. There is a tendency to adopt the system pursued in Government schools and this is calculated to reduce the number of boys learning English, as that number is necessarily less when the boys begin the study of English at a later stage. Owing to this fact and the levy of higher fees, there is a slight falling off in the total number of boys learning English.

Government Manners in schools.

From time to time Government has drawn attention to the great importance of inculcating good manners in our schools and to deficiencies in this respect sometimes noticed amongst students who have learnt English. The acquisition of good manners and of good morals in our schools, no less than the acquisition of sound knowledge, depends mainly on the employment of masters of a high stamp. There are in the department some very good men who have been brought up in our schools and Colleges ; and there are no doubt, on the other hand, some masters whose retirement would be advantageous Every year we have more candidates to select from, and the staff of men employed in our schools improves greatly year by year. The organization of a Central Training College will of course supply our District schools with men of a superior class; and will enable us to test thoroughly a candidate's qualifications in every respect before employing him as a teacher.

It should not be forgotten that our schools are attended by boys of all classes. It has been sometimes said that native gentlemen shew reluctance to send their boys to Government schools lest their manners or their morals should be contaminated. At the same time, a large and increasing number of the sons of native gentlemen do attend our schools. There is in fact a much greater mixture of classes in the Punjab schools than is to be found in schools in England ; and native gentlemen seem as a rule to be much less disinclined than English gentlemen to send their sons to schools where they will be thrown into unavoidable contact with boys belonging to a lower grade of society.

The manners of a high bred Muhammadan gentleman of the old school are not to be surpassed ; but I could point to many men who have been educated in our schools and Colleges, whose manners leave nothing to be desired. Were schoolmasters, however, without exception absolutely perfect, it would be idle to expect that they could imbue all their pupils from every class of life and, whatever might be their home surroundings, with the gentlemanly feelings and the style and bearing of a boy brought up in a native family of the best class. The constant attention of educational officers is directed to this subject and we may hope for gradual improvement which is all that can be expected.

A large number of schools were visited by the late Lieutenant Governor. In several cases, he observed a want of good manners in Anglo-Vernacular

schools not under the control of the Department. It is satisfactory to find, however, that the remarks recorded in the Visitor's books of District Schools are almost invariably favourable. In several instances, the behaviour of the boys is specially commended, and there appears to have been only one occasion on which the Lieutenant Governor had any fault to find in this respect. In this case, the Head-master failed to maintain his authority over his subordinates and to enforce proper discipline throughout the school which has always been a difficult one to manage.

It has sometimes been said that natives who receive an English education shew overbearing conceit and that they become estranged from their countrymen. I believe that this is so in exceptional cases only, though it is no doubt impossible that there can be sympathy on all points between a young man who has received a College education and his uneducated relations. Much the same thing often occurs in England in cases where the sons and daughters of people who have sprung from a humble origin receive the best education that wealth can command. In order to diminish as far as possible the estrangement that an English education might be expected to cause, our students have always been required to learn Persian and the Vernacular and the consequence is that natives who have received an English education since the mutiny are not cut off from all intellectual sympathy with their countrymen as was often the case with men educated before that time. As far as my experience extends, I find that the influence exercised by native officials such as schoolmasters and District Inspectors is certainly not diminished by an English education, and, I believe, that this will be found to be the case in all branches of the service.

SECTION X.

BOOK DEPARTMENT.

121. At the beginning of the year the assets of the Book Depot and Educational Press amounted to Rupees 1,20,194-14-0 and the liabilities, after allowing for the cost of the registration of books and translating matter for the Vernacular Gazette, to Rupees 34,907-12-4.

Assets and liabilities of the Book Depot.

In the assets are included cash in hand Rupees 2,090-12-1; money due to the Depot Rupees 13,925-15-6 ; Stock Rupees 91,738-0-2 ; Tools and Plant, printing paper and printed forms &c. Rupees 12,440-2-3. The liabilities include sums due by the depot and the amount by which the receipts from Government in past years exceed the money paid into the treasury on account of the sales that have been effected. These liabilities are in course of reduction and will probably be paid off in the space of five or six years when the stock in hand will represent the profits of the depot.

During the year 1876-77 the sum of Rupees 51,372-15-6 was received from Government (including Rupees 1,292-3-0 debited by the Accountant General to the Book Depot in the accounts for March 1877 for books received from England partly in April and partly July 1877). Printing paper of the estimated value of Rupees 13,263 was received from England through the Superintendent of Stationery Calcutta, and books of the value Rupees of 225-13-6 were purchased on credit, so that the liabilities incurred during the year amounted to Rupees 64,861-13-0. The sum of Rupees 50,396-9-11 was paid into the Lahore Treasury. Rupees 14,629-2-0 were credited to the Book Depot and the Educational Press in the books of the Accountant General by transfer entries; Rupees 1,423-7-0 have been advanced for books, and Rupees 587-8-0 were applied to the payment of a debt, making a total of Rupees 67,036-10-11. Hence it will be seen that the payments made by the Depot during the year exceeded the liabilities incurred during the same period by Rupees 2,174-13-11 and the liabilities were thus reduced to Rupees 32,732-14-5. A further reduction should be made of Rupees 1,200 allowed by Government for the registration of books, and of Rupees 2,000 the approximate cost of translating matter for the Vernacular Gazette; and the liabilities will then amount to Rupees 29,532-14-5 or less by Rupees 5,374-13-11 than at the beginning of the year. The assets at the close of the year amounted to Rupees 1,17,742-7-5½ and were less by Rupees 2,452-6-6½ than at the beginning. Whilst therefore the assets were reduced by Rupees 2,452-6-6½ the liabilities were reduced by Rupees 5,374-13-11 and the difference, viz, Rupees 2,922-7-4½ between these two items, represents approximately the profit of the Depot after paying all charges.*

Secretariat and Official Books.

122. The value of books received for sale from the Secretariat amounted to Rs. 1,180-14-1 and the value of books sold to Rs. 527-15-3; Rs. 557-9-1 were remitted to the Secretary for books sold during the year and during previous years after deduction of the usual commission allowed to the Curator. The value of the Secretariat books in hands of the Curator at the close of the year amounted to Rupees 35,787-8-6 and they have since been brought on to the stock of the Depot agreeably to the orders of Government.

The value of official books sold during the year was Rupees 6 and the amount paid into the Treasury was Rupees 3 8-0.

* The amounts above given as the nominal value of the stock at the beginning and end of the year represent the retail selling price of the books. The actual value is considerably less in both cases, but cannot be very accurately determined. This affects to some extent the calculation above given as to the *result of the year's operations*, as the profit actually made is somewhat higher than shewn above. This will be seen at a glance if we suppose that the value of the books in stock is equal to two thirds only of the nominal value given above. The value of stock at the beginning of the year would then be Rs. 61,158-10-8 instead of Rs. 91,738-2-0 and at the close of the year Rs. 57,702-1-8 instead of Rs. 86,553-2-7. The assets at the beginning and end of the year would be Rs. 89,615-8-6 and Rs. 88,891-6-7. Hence it would appear that the value of the assets was less by Rs. 724-1-11 only at the end of the year than at the beginning. Deducting this amount from the decrease in the liabilities during the same period the profit on the year's transactions would be Rs. 4,650-12-0 instead of Rs. 2,922-7-4½ as shewn above. A profit is of course realised on all books sold. When, however, the nominal value of the stock is calculated on the retail price at which books are sold this profit is not apparent.

The Military Secretary to the Punjab Government forwarded to the Book Depot in June 1876 for sale, books worth Rupees 800-0-0. Of these, books of the value of Rupees 293-4-0 were sold during the year and Rupees 253-9-3 were remitted to the Military Secretary after deduction of the usual commission allowed to the Curator.

New books published during the year.

123. The following are the names of new books issued from the Educational Press or published for the Department during the year.

1. Tárikh-i-Hind (a translation of Lethbridge's history of India.)
2. Hidáyat Náma-i-mál (translation of Barkley's Directions to Revenue officers.)
3. Británt mansukhí (Translation in Hindi of the story of Mansukhi from Rasúm-i-Hind.)
4. Britant Khushhál Chand (Translation into Hindi of the story of Khushhál Chand &c., from the Rasúm-i-Hind.)
5. Majális un nisá Part II.
6. Diwán-i-Abdur Rahmán (the Poetical works of Abdur Rahmán the poet of the Afghans,) edited by the Rev. T. P. Hughes.

Of the reprints issued during the year the following are the most important :—

Urdú kí pahlí kitáb.
Urdú kí dúsrí kitáb.
Urdú kí Tisrí kitáb.
Farsí kí pahlí kitáb.
Farsí kí dúsri kitáb.
Qawá'id-i urdú.
Zubdat-ul-Hisáb Part I.
Ditto Part II.
Safwat-ul-masádir.
Inshá-i-urdú ba khat-i-shikasta.
Jagrafiya-i-Punjab.
Masdar-i-Faiyúz.
Rasúm-i-Hind.
Jagrafiya-i-Hind Part I.
Miftah-ul-arz.
Qisas-i-Hind Part I.

Receipts of the Press.

124. The aggregate value calculated on the retail selling price which is subject to discount at the rate of 20 per cent of books delivered by the Press to the Depot was Rupees 36,259-2-3 and the value of work done by the Press for the offices of Secretary to Government, the Financial Commissioner, the Sanitary Commissioner and the Director of Public Instruction and other persons, was Rupees 8,415-6-0.

Work done by the translators during the year.

125. The translating staff of the Book Depot have translated 1,352 pages of original matter during the year, of which a little more than one-fourth belonged to Educational books. Besides translating matter for the Gazette and for educational books they revised and transliterated a translation of the Primer on Physics of Huxley's Series, prepared for the press Urdú maps of India and the Punjab, corrected proofs of 2,322 pages of the Urdú Gazette and of Lethbridge's history of India and reported on several books.

The books ready at the close of the year.

126. The books actually ready or in the press at the close of the year were the following :—

1. Translation of Professor Balfour Stewart's Primer on Physics in Roman urdú, (will be published shortly.)

2. How to Speak and Write English Part II, (will be published shortly).

3. Selections from Urdú poetry for the Honor examination of officers of the Educational Department, (In Press.)

4. Translation of Civil Codes, (In Press.)

5. Translation of Blandford's Physical Geography.

Statement shewing the financial operations of the Depot in 1876-77.

127. The following statement shews the financial operations of the year in greater detail :—

Assets at the close of 1875-76.							*Paid into the Treasury.*								
Cash	2,090	12	1				Sale Proceeds of books ...	49,072	0	4					
Inefficient Balance ...	13,925	15	6				Freight and postage on books sold	983	3	9					
Stock	91,738	0	2				Proceeds of the Educational Press	283	5	10					
Tools and Plant, paper and printing forms &c. ..	12,440	2	3	1,20,194	14	0	Registration fee of copy right of books registered under Act XXV of 1867 ...	58	0	0	50,396	9	11		
Drawn on account of Pay of Curator and Establishment	12,234	15	5				*Adjusted by Transfer Entries.*								
Contingencies of the Book Depôt...	2,164	15	8				Sale Proceeds of Books ...	6,923	6	8					
Purchase of Books ...	14,996	2	4				Proceeds of the Educational Press	7,705	11	4	14,629	2	0		
Pay of Educational Press Establishment	9,874	11	7				*Advanced for Books.*								
Paid on account of overtime work	1,364	14	2				To Accountant General Punjab for maps and books received from England in April and July 1877 ...	1,292	3	0					
Purchase of paper and other materials and freight paid on paper received from England ...	10,787	4	4	51,372	15	6	To Dr. Fallon for Parts VII, VIII and IX of his Dictionary	131	4	0	1,423	7	0		
Debts not adjusted at the close of the year.							Debt paid	...	...	...	587	8	0		
Estimated value of printing paper received from England through the Superintendent Stationery Calcutta	13,263	0	0				Cost of Registration ...	1,200	0	0					
Other debts incurred ...	225	13	6	13,488	13	6	Approximate cost of translating Punjab Gazette ...	2,000	0	0					
Profit	...	...	..	2,922	7	4½	*Assets at the close of* 1876-77.								
							Cash	1,976	11	11					
							Inefficient Balance ...	10,431	6	5½	3,200	0	0		
							Stock	86,553	2	7					
							Tools and Plant; printing paper and printed forms &c.	18,781	2	6	1,17,742	7	5½		
TOTAL RS. ...				1,87,979	2	4½	TOTAL RS. ...				1,87,979	2	4½		

128. The statement given below shews the value of English and Ver-

Books brought on stock and sold during the year.

nacular books brought on stock and issued during the year :—

BOOKS.	In stock at the close of 1875-76.			Brought on stock during the year.			Total.			Issued during the year.			Balance at the close of the year.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
English	53,474	13	1	14,001	8	4	67,476	5	5	14,588	10	9	52,887	10	8
Vernacular	38,263	3	1	40,469	1	2	78,732	4	3	45,066	12	4	33,665	7	11
TOTAL ...	91,738	0	2	54,470	9	6	1,46,208	9	8	59,655	7	1	86,553	2	7

The sum of Rs. 54,470-9-6 under the head Books brought on stock is made up as follows :—

Value of books received from England through the Secertary of State, ...	Rs.	7,065	14 10
English books purchased in India, ...	,,	4,213	5 3
English books received back,...	,,	154	11 9
Vernacular books purchased in India, ...	,,	2,631	13 5
Do. do. on credit, ...	,,	152	5 6
Do. do. not charged in the Contingent bills during the year, ...	,,	93	12 0
Do. delivered by the Educational Press, ...	,,	23,539	1 5
Do. received back, ...	,,	149	0 3
Enhancement made to prices of English books, ...	,,	2,287	7 3
Do do. of Vernacular books,	,,	13,668	13 1
Discount allowed by booksellers on English books,	,,	280	1 3
Do. do. on Vernacular do.,	,,	234	3 6
Total, ...	,,	54,470	9 6

The following is the detail of books issued :—

Sold to Deputy Commissioners, ...	Rs.	18,737	8 9
Supplied to Colleges and school libraries, ...	,,	459	14 0
Supplied for Prizes, ...	,,	2,773	15 3
Supplied to Director's office library	,,	397	1 3
Supplied to Inspectors' of Schools for prizes & libraries,	,,	2,633	1 3
Sold to the Head Masters of District and Normal Schools,...	,,	8,937	11 7
Sold to the Superintendents of Regimental Schools,	,,	1,108	7 10½
Cash Sales, ...	,,	24,151	13 10½
Sold to the Superintendents of Jails, ...	,,	446	1 3
Carried to Profit and loss account, ...	,,	9	12 0
Total ...	,,	59,655	7 1

CONCLUSION.

129. The progress made during the year is on the whole most satisfactory. Notwithstanding the wide prevalence of fever of a most malignant type, which in many cases almost entirely emptied our schools, the results of the various examinations shew a great improvement since the previous year. Funds are no longer available for the establishment of additional schools by District Committees ; and the attendance at every class of institution has been greatly affected by the sickness. The attendance has been checked also, in

some cases, by the levy of a higher schooling fee. In aided schools for natives, there has been a falling off, due chiefly to a reduction of the grants-in-aid allowed to these Institutions. In Government schools there has been, in spite of every disadvantage, an increase of numbers, and it is probable that this would have more than counterbalanced the falling off in aided schools, had no unusual illness prevailed. As it is, however, the returns shew a decrease of 3 Institutions and of 2,659 pupils.

130. Notwithstanding a falling off in some districts caused by sickness, the total number of boys on the rolls of Government Primary and Middle vernacular schools has risen from 75,559 to 76,317, the average attendance from 61,952 to 64,222 and the fees from Rs. 13,732 to Rs. 17,188. It is a most encouraging fact that of late years, a strong desire for education has sprung up amongst the agricultural population, more especially in those districts which lie between the Peshawur Division and the river Jamna. In no district perhaps, is this more conspicuous than in Ráwalpindí. On the North-west Frontier the great success of the schools recently established in Hazára has been repeatedly brought to notice; and it is most satisfactory to observe the growing wish for education in the Peshawar District. In the more advanced districts, Lambardárs and the Head men of villages and the parents of the boys all shew a most lively interest in the schools and in the success of the pupils in the various periodical examinations by which their progress at different stages is tested. One very remarkable fact in these districts is, the readiness with which considerable numbers of boys, after passing through a Primary school, proceed at their own expense to read in a school of a higher grade. This is very rarely the case in the Delhi and Hissár Divisions; and though Government schools have existed here for so much longer a period, few boys are willing to leave their homes even when scholarships are offered to them. This want of enterprise may perhaps be due, to some extent, to the less prosperous condition of the agricultural population; but it is, I believe, to be attributed mainly to a fundamental difference in the nature of the people. I think that the superior energy of charactor that we find in the Punjab, may be expected to lead to very important results. The chieftains who rose to power in this Province, on the dissolution of the Mogul Empire sprang mainly from the rural population, and it was from this class, that the armies of the Khálsa were recruited. The energy that brought success in warlike times must lead to pre-eminence when directed to peaceful pursuits. The desire for self-improvement now manifested and the readiness to make some sacrifice in order to secure it, seem to indicate a growing consciousness amongst the people, that it is possible to raise their condition by means of their own exertions, and such a conviction combined with industry and perseverence cannot fail to insure progress.

131. In District schools, we have experienced, during the last few years, great difficulty in providing for the instruction of the increasing number of boys. No additional funds were to be looked for from Government, and it was

by raising the fees alone, that we could hope to improve our income. It was felt at the same time, that it would be right to require those boys who receive an English education to contribute more largely towards its cost. The amount of fees collected has risen steadily from year to year, but it has now been determined to raise the rate considerably and to lay down more systematic rules. During the year under report the amount collected in the Upper and Middle departments of these Institutions has risen from Rs. 20,316 to Rs. 28,267, a very large increase especially when the unhealthiness of the season and the consequent check to education is considered. One effect of this measure is, as was to be expected, a temporary decrease in the number of boys which has fallen from 3,927 to 3,757.

132. Boys in the lower school, the income of whose parents or guardians does not exceed Rs. 25 p. m. are required to pay 2 annas only ; but from the time a pupil begins English the lowest fee is 6 annas rising gradually to Re. 1 in the highest class. A graduated scale is fixed according to the income of the parents or guardians, the highest rate ranging from Re. 1 in the lowest class to Rs. 5 in the highest. In most cases we shall certainly be able to fill our schools under the new rates with as many boys as we have the means of teaching, and the arrangement is generally found to work well. In the Ráwalpindí Circle however, it has been practicable to enforce it at present in one school only, and it has even been thought expedient in some cases to reduce the very small fee fixed for the lower school.

133. The Inspector of the Ráwalpindí Circle devotes some space to the description of the comparative advantages and dis-advantages of the system of taking fees as compared with that of maintaining free schools.

The question is too wide a one to be taken up here with advantage ; but it may be observed that at present in this Province, funds are available for the education of a small fraction only of the children of a school going age ; and it is evident that many of the considerations that apply to countries where schools are provided and education is compulsory for all, are not applicable to the Punjab.

134. I have quoted above (para : 93) the remarks of the Inspector of the Ráwalpindí Circle regarding Mission Schools in India. Mr. Pearson points to the anomalous position of these Institutions, as viewed in the light of the principles of public education now accepted in England, and suggests that a conscience clause of some sort can hardly be withheld much longer. Mr. Pearson has, on former occasions, drawn attention to the fact that the members of an important section of the community are at present very frequently excluded from the benefits of education. In my last report I urged the advisability of making religious instruction optional in Mission Schools. I am inclined, as I then explained, to believe that, even from what might be considered the Missionaries' point of view, such a measure would be judicious. It would draw to the school many who now hold aloof; and it is certain that optional lessons on the Bible, conducted by an English gentleman, would be very generally attended

by the boys, if only from their desire to embrace every opportunity of improving their knowlege of English, However this may be, a change in the existing system seems to me to be inevitable. Something may be said no doubt in favor of still allowing the managers of Mission Schools, aided by the state, the option of making religious instruction and even attendance at religious services, compulsory in cases where such institutions serve only to supplement the Government Schools, and thus to provide a good education at a cheap rate to boys who could not otherwise obtain the same advantages, and whose parents are willing to accept the conditions imposed. Even this is hardly in accordance with the principles now accepted in England; but whatever views may be held on this point, it is evidently a wide departure from these principles, and from a real observance of religious neutrality, when the entire education of large cities is handed over to a proselytizing body, and an Institution where religious instruction is compulsory is made, not to supplement, but to take the place of the ordinary District School with its Branches. Apart from the question of justice, such an arrangement seems to me to be impolitic. The people in this country who are most firmly attached to their religion are the Muhammadans; and the more devout amongst them often strongly object to send their children to a school where Christianity is taught. Yet it is precisely this class, who, if uneducated in modern ideas, are naturally inclined to intolerance, that it appears most desirable to imbue with liberal views; and a practice that virtually excludes them in very many cases from the Government system of education, is open in my opinion to very serious objection.

135. The officers of the Department have performed their duties during the year with zeal and energy; and I desire to express my sense of the manner in which they have afforded me their co-operation. My thanks are due also to District Officers for the interest they have taken in educational affairs and the readiness they have shewn to carry out the suggestions made to them by officers of the Department.

136. A list is appended of the Civil Officers, whose exertions in the cause of education have been brought to notice by the Inspectors; and of native gentlemen, whose services are reported to be worthy of special notice.

List of Civil officers who have shewn special interest in the cause of education in Lahore Circle during 1876-77.

No.	NAME.	Rank or designation.	District.
1	Mr. A. Brandreth	Commissioner	Jullundur.
2	Major C. Beadon	Deputy Commissioner	Jullundur.
3	Mr. W. Coldstream	Do.	Hoshiárpur.
4	Mr. J. G. Cordery	Do.	Kángra.
5	Mr. R. Burney	Do.	Gurdáspur.
6	Colonel C. Jenkins	Do.	Siálkot.
7	Major R. Grey	Do.	Ferozepore.
8	Mr. T. G. Walker	Assistant Commissioner Kasúr ...	Lahore.
9	Mr. H. W. Steel	Assistant Commissioner	Siálkot.
10	Mr. H. C. Fanshawe	Do.	Ferozepore.

List of Native Gentlemen who have exerted themselves in the cause of Education during 1876-77.

No.	NAME.	Rank or designation.	District.	Tahsíl or Village.
	UMBALLA CIRCLE.			
1	Lálá Rami Mal	Municipal Commissioner, Honorary Magistrate and Manager Anglo-Sanskrit School Delhi.	Delhi	Delhi.
2	Lálá Rami Mal	Rais and Member of the Committee of Anglo-Sanskrit School Delhi.	Delhi	Delhi.
3	Lálá Bansi Lál	Rais Jagádhri	Umballa	Jagádhri.
4	Lálá Devi Chand	Ditto	Ditto	Do.
5	Jai Singh...	Khewatdár	Ludhiána... ...	Sedhar.
6	Sodhi Jaswant Singh	Rais Máchhiwára	Ditto	Máchhiwára.
7	Sardár Lál Singh	Jágírdár	Ditto	Bheri.
8	Sardárni Nehál Kaur	Ditto	Ditto	Kheri.
	LAHORE CIRCLE.			
1	Agá Muhammad...	Tahsíldár	Ferozepore ...	Zíra.
2	Háfiz Iláhi Bakhsh	Ditto	Ditto ...	Moga.
3	Múl Ráj	Thánedár	Ditto ...	Dharmkot.
4	Ibráhím 'Alí Khán	Ditto	Siálkot	Pasrúr.
5	Qutab-ud-dín	Zaildár	Ditto	Samariál.
6	Sayid Wazír 'Alí	Extra Asst. Commr.	Ditto	Siálkot.
7	Diwán Harnám Singh	Member Municipal Committee	Ditto	Pasrúr.
8	Gandá Sháh	Ditto ...	Ditto	Do.
9	Milkhi Sháh	Ditto ...	Ditto	Do.
10	Muhammad Khán	Zaildár and ditto ...	Ditto	Do.
11	Dwárka Dás	Member Municipal Committee	Ditto	Jamke.
12	Gundá Sháh	Ditto ...	Ditto	Do.
13	Nabí Bakhsh	Zaildár	Ditto	Auliápur.
14	Nátha Mal	Náib Tahsíldár	Ditto	Pasrúr.
15	Bálmokand	Member Municipal Committee	Ditto	Zafarwál.
16	Hayát Khán	Zaildár	Ditto	Delhi.
17	Rolú	Ditto	Ditto	Malkhánwála.
18	Chaudri Baháwal Bakhsh ...	Zaildár and Hony. Magistrate	Ditto	Badoki.
19	Búte Khán	Zaildár	Ditto	Rali.
20	Wazír Singh	Ditto	Ditto	Dhamthal.
21	Natha Khán	Ditto	Ditto	Bájra.
22	Kúla Khán	Ditto	Ditto	Do.
23	Nawrang Khán	Ditto	Ditto	Dáud.
24	Sarboland Khán...	Ditto	Ditto	Jassar.

No.	NAME.	Rank or designation.	District.	Tahsíl or Village.
25	Jawáhar Lál	Tahsíldár	Gujránwála ...	Gujránwála.
26	Gauri Shankar	Ditto	Do.	Háfizábád.
27	Husan Muhammad	Zaildár	Do.	Kot Jáfir.
28	Husan Khán	Ditto	Do.	Kot Hara.
29	Hayát Muhammad	Ditto	Do.	Gakkhar.
30	Gulám Muhammad	Ditto	Do.	Kauls Tárar.
31	Pír Muhammad	Ditto	Do.	Ditto.
32	Karm Dád	Ditto	Do.	Vanike.
33	Nand Lál	Ditto	Kángra	Nagrota.
34	Pírú Sháh	Member of School Committee	Do.	Nadaun.
35	Hira Lál	Ditto ...	Jullundar	Mokandpur.
36	Muhammad Ikrám	Tahsíldár	Amritsar	Tarn Táran.
37	Gulám Muhammad	Zaildár	Do.	Bairowál.
38	Báwa Guláb Dás	Member School Committee ...	Gurdáspur ...	Ghuman.
39	Hari Singh Dat	Resident of Veram	Do.	Shakargarh.
40	Káme Khán	Chief Lambardár and Member School Committee.	Do.	Bhikho Chak.
41	Rasúl Bat	Member Committee	Do.	Sujápur.
42	Phagú Mal	Ditto.	Do.	Dína Nagar.
43	Pandit Badri Náth	Tahsíldár	Do.	Batála.
44	Munshi Jaigopál	Náib Tahsíldár	Do.	Ditto.
45	,, Rashk Behári Lál ...	Tahsíldár	Do.	Shakargarh.
46	Lálá Rúp Lál	Náib Tahsíldár	Do.	Ditto.
47	Lálá Brij Náth	Tahsíldár	Do.	Gurdáspur.
48	Munshi Mádho Rám	Náib Tahsíldár	Do.	Ditto.
	RAWALPINDI CIRCLE.			
1	Mahtáb Singh	Raís of Kuntrila	Ráwalpindí ...	Gujar Khán.
2	Rám Jawáyá	Do. of Sayid	Do.	Ditto.
3	Bishn Singh	Tahsíldár (Chakwal)	Do.	Ráwalpindí.
4	Akbar 'Ali	Náib Tahsíldár	Jhelum	Chakwál.
5	Pír Muhammad	Raís of Dhrugi	Do.	Jhelam.
6	Fath Khán	Do. of Nárpur	Do.	Ditto.
7	Saggar Khán	Do. of Durneli	Do.	Ditto.
8	Sodhí Múl Singh	Do. of Harúpur	Do.	Pind Dádan Khán.
9	Qáder Dín	Lambardár	Do.	Ditto.
10	Jíwan	Ditto	Do.	Ditto.
11	Sukhá Singh	Ditto Jalálpur	Do.	Ditto.
12	Chaudri 'Alam	Ditto Sáhíwál	Do.	Ditto.
13	Diwán Rám Dás	Ditto Dalwál	Do.	Ditto.

No.	NAME.	Rank or Designation.	District.	Tahsil or Village.
14	Sultán 'Alí	Lambardár Jalálpur	Gujrát	Gujrát.
15	Ján Muhammad	Ditto Hasilánwála ...	Do.	Ditto.
16	Chaudrí Sharíf	Ditto Hariyawála ...	Do.	Ditto.
17	Ahmad Khán	Ditto Kathálá	Do.	Ditto.
18	Rukan-ud-dín	Ditto Khariyán ...	Do.	Khariyán.
19	Hírá Singh	Tahsíldár of Bhera	Sháhpur	Bhera.
20	Kishen Dayál	Ditto of Khusbáb ...	Do.	Khusbáb.
21	Ibráhím Khán	Raís of Zeydah	Peshawar... ...	Utman Bulak.
22	Murli Dhar	Tahsíldár	Do.	Chársada
23	Lálá Hukam Chand	Ditto.	Hazára	Mánsehra.
24	Ramzán Khán	Thánadár of Lora	Do.	Haripur.
25	Gulám Jilání	Raís of Shankiári	Do.	Mánsehra.
26	Iláhi Bakhsh Khán	Do. of Salih	Do.	Haripur.
27	Rájá Jahándár Khán	Raís of Khánpur	Hazára	Haripur.
28	Sumandar Khán...	Honorary Magistrate of Gari Habíbulla.	Do.	Nausehra.
29	Muzuffar Khán	Raís of Hangú	Kohát	Hangú.
30	Muhammad Amír Khán ...	Do. of do.	Do.	Do.
31	Nawáb Sir Khawájá	Raís of Teri	Do. ...	Teri.
32	Muhammad Khán, K. C. S. I....	Do. of Teri	Do.	Do.
33	Sher 'Alí Khán	Do. of Teri	Do.	Do.
	MOOLTAN CIRCLE.			
1	Kádir Bakhsh	Zaildár	Mooltán	Mamdal.
2	Yár Muhammad Khán... ...	Lambardár	Do.	Rukuhati.
3	Aládád Khán	Honorary Magistrate ...	Muzaffargarh ...	Muzaffargur.
4	Shaikh Muhammad Yár ...	Lamberdár	Do.	Do.
5	Mián Mahbúb	Honorary Magistrate . .	Do.	Do.
6	Gulám Nabí	Lambardár	Do.	Sanawán.
7	Mohan Lál	Tahsíldár	Do.	'Alípur.
8	Gulám Rasúl	Raís	Do.	Jatoki.
9	Imám Bakhsh Khán	Nawáb	D. G. Khán ...	Rojhan.
10	Jamál Khán	Do.	Do.	Chotí.
11	Mián Khán	Raís	Do.	Asni.
12	Muhammad Akbar Khán ...	Tahsíldár	Bannú	Miánwali.
13	Gulám Sarwar Khán	Do.	Do.	Mina Khail.

W. R. M. HOLROYD,

Director of Public Instruction, Punjab.

STATEMENTS.

B. EDUCATION FORM 1.

THE UNIVERSITY.

Results of the Examinations of the Calcutta University and of the Punjab University College for the official year beginning 1st *April* 1876, *and ending* 31st *March* 1877.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Nature of Examination.	No. of Institutions sending up candidates.			No. of candidates sent up.				No. of candidates passed				Religious or national classification of passed candidates.						
												Natives of India.						
	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private students.	Total	From Government Institutions.	From Private Institutions.	Private students.	Total.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Europeans.	Remarks.
Calcutta University.																		
Entrance or Matriculation	5	10	15	55	41	4 (b)	100	38	20	4 (b)	62	...	52	2	1	...	7	
Arts. First Arts	2	...	2	18	...	...	18	13	...	...	13	...	12	...	1	...	...	
Arts. Bachelor of Arts	2	...	2	(a)9	...	...	(a)9	(a)5	...	...	(a)5	...	5	...	...	...	...	
Arts. Master of Arts	1	...	1	1	...	...	1	1	...	...	1	...	1	...	...	...	...	
Prem Chund Roy Chund studentship ...	1	...	1	1	...	...	1	1	...	...	1	...	1	...	...	...	...	
Punjab University College.																		
Entrance or Matriculation	9	8	17	110	59	22	191	92	39	11	142	...	108	24	10	...	...	
Proficiency in Arts	2	1	3	20	6	1	27	12	1	...	13	...	12	...	1	...	...	
High Proficiency in Arts	2	...	2	7	...	...	7	3	...	...	3	...	2	1	...	...	...	
Honor Examination or (Master of Arts)	1	...	1	2	...	...	2	...	...	...	2	...	2	...	...	...	...	

(a) Includes 1 teacher who was however actually under instruction in the Delhi College for 1 year.
(b.) 2 teachers and 2 private students.

B. EDUCATION

Return of Colleges and Schools, and the Scholars attending them,

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Government Institutions.											Aided Insti-				
CLASS OF INSTITUTIONS	Number of Institutions.	Number of scholars on the rolls on 31st March 1877.	Average daily attendance.	*Number of scholars on the 31st March learning through.*		*Religious or National classification of scholars as on 31st March 1877.*						Number of Institutions.	Number of scholars on the rolls on the 31st March 1877.	Average daily attendance.	*Number of scholars on the 31st March learning through.*	
				English.	Vernacular only.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.				English.	Vernacular only.
Colleges or Departments of Colleges affiliated to the Universities.																
Arts	2	142	99	142	...	1	114	21	6	...	142	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges not affiliated to the University.																
Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools (vernacular)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal Schools.																
For Masters	3	293	248	...	293	...	103	175	15	...	293	1	36	31	4	32
For Mistresses	...	...	...	...	...	...	...	...	...	...	...	6	258	180	4	254
School of Art and other Technical Schools.																
School of Industrial Art ...	1	68	47	23	45	1	16	39	12	...	68	...	...	...	...	...
Schools for Boys.																
Higher Schools (English) (*a*)	8	512	388	367	145	4	351	116	41	...	512	9	2,169	1,586	1,787	382
Middle Schools teaching through English,	26	3,374	2,569	3,373	1	7	2,201	972	190	4	3,374	33	4,180	3,173	3,263	917
Middle Schools teaching through Vernacular only,	145	18,444	17,599	1,207	17,237	3	11,353	5,674	1,506	8	18,444	2	327	274	...	327
Lower and Primary Schools,	1,282	61,623	52,705	77	61,546	5	28,821	26,569	5,845	383	61,623	188	10,808	9,336	1,429	9,379
Schools for Girls.																
For Natives of India ...	134	3,269	2,540	...	3,269	...	674	2,476	118	1	3,269	223	6,593	4,851	95	6,498
For Europeans and others ...	...	...	...	...	...	...	...	...	...	...	...	5	287	249	284	3
Mixed Schools (Boys & Girls)																
For Europeans	...	...	...	...	...	...	...	...	...	...	...	3	242	219	242	...
Total ...	1,601	87,725	76,195	5,189	82,536	21	43,633	36,042	7,733	396	87,725	470	24,906	19,899	7,108	17,792

(*a*) Includes Gurgáon and Ludhiána High Vernacular Schools.

FORM 2.

for the official year beginning 1*st April* 1876 *and ending* 31*st March* 1877.

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
TUTIONS.						UNAIDED INSTITUTIONS UNDER INSPECTION.													GRAND TOTAL.					
Religious or National classification of scholars as on 31st March 1877.						Number of Institutions.	Number of scholars on the rolls on 31st March 1877.	Average daily attendance.	*Number of scholars on the 31st March earning through*		*Religious or National classification of scholars as on 31st March* 1877.						Grand total of institutions.	Grand total of scholars on 31st March 1877.						
Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.				English.	Vernacular only.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.			Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	2	142	1	114	21	6	...	142
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	13	13	5	...	36	...	...	...	...	...	...	...	...	...	...	...	4	329	5	116	188	20	...	329
4	93	132	29	...	258	...	...	...	...	...	...	...	...	...	...	...	6	258	4	93	132	29	...	258
...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	..	1	68	1	16	39	12	...	68
162	1,231	556	217	3	2,169	...	...	...	...	...	...	...	...	...	...	...	17	2,681	166	1,582	672	258	3	2,681
85	2,436	1,275	301	83	4,180	...	...	...	...	...	...	...	...	...	...	...	59	7,554	92	4,637	2,247	491	87	7,554
...	186	124	17	...	327	...	...	...	...	...	...	...	...	...	...	...	147	18,771	3	11,539	5,798	1,523	8	18,771
63	6,748	2,792	498	707	10,808	...	...	...	...	...	...	...	...	...	...	...	1,470	72,431	68	35,569	29,361	6,343	1,090	72,431
145	2,712	2,032	1,701	3	6,593	...	...	...	...	...	...	...	...	...	...	...	357	9,862	145	3,386	4,508	1,819	4	9,862
287	...	...	...	...	287	...	...	...	...	...	...	...	...	...	...	...	5	287	287	...	...	...	...	287
242	...	...	...	...	242	...	...	...	...	...	...	...	...	...	...	...	3	242	242	...	...	...	...	242
993	13,419	6,924	2,768	796	24,900	...	...	...	...	...	...	...	...	...	...	...	2,071	1,12,625	1,014	57,052	42,966	10,501	1,192	1,12,625

B. EDUCATION FORM 3.

Receipts and Expenditure of Educational Establishments in the Punjab for the official year beginning 1st April 1876 and ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
Nature of Establishments.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From Revenue of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
University (a)	21,000	..	15,017	3,417	...	...	4,816	16,816	61,066	(b) 43,241 0 0
Direction	48,556	...	...	...	..	..	...	...	48,556	48,556 0 0
Inspection	1,11,416	2,866	...	...	...	...	...	347	1,14,630	1,14,630 0 0
Colleges or Departments of Colleges affiliated to the University.										
Arts... ... Government ...	51,183	...	...	...	138	...	2,219	...	51,321	51,321 0 0
Arts... ... Aided ...	...	...	...	...	...	...	...	...	...	... ...
Law										
Medicine										
Engineering										
Colleges or Departments of Colleges not affiliated to the University.										
Madrassahs										
Medical Schools (vernacular)										
Normal Schools.										
For Masters ... Government ...	16,770	...	...	...	...	...	74	...	16,770	16,770 0 0
For Masters ... Aided ...	3,000	...	...	...	...	...	...	3,426	6,426	6,426 0 0
For Mistresses ... Government ...	...	...	...	...	...	...	...	..	...	... ...
For Mistresses ... Aided ...	12,382	92	...	319	2,292	...	70	3,578	18,733	18,343 0 0
Schools of Art and other Technical Schools.										
Schools of Art ... Government ...	13,356	...	...	...	...	...	...	1,190	14,546	14,546 0 0
Schools of Art ... Aided ..	...	...	...	...	...	...	...	...	...	... ...
Schools for Boys.										
Higher Class, English* Government ...	53,179	2,591	...	755	...	...	4,345	...	56,819	56,819 0 0
Higher Class, English* Aided ..	32,817	...	...	...	1,888	...	19,868	29,244	83,817	85,155 0 0
Middle Class, English... Government ...	92,254	4,487	...	24	1,560	...	15,649	...	98,672	98,672 0 0
Middle Class, English... Aided .	26,820	103	768	7,944	1,920	...	9,157	19,133	65,845	64,404 0 0
Middle Class, Vernacular Government ...	8,125	86,323	240	3,050	19,782	464	7,773	...	1,18,660	1,18,660 0 0
Middle Class, Vernacular Aided ...	801	617	...	...	1,220	...	127	...	2,765	2,638 0 0
Lower Class & Primary† Government ...	11,878	2,14,699	10	597	7,811	999	10,568	83	2,36,644	2,36,644 0 0
Lower Class & Primary† Aided ...	25,924	1,924	180	5,759	17,576	...	14,178	7,136	72,677	71,985 0 0
Schools for Girls.										
For Natives of India ... Government ...	200	11,759	...	24	3,015	...	3	...	14,998	14,998 0 0
For Natives of India ... Aided ..	16,801	3,292	1,033	12,472	7,935	...	937	20,779	63,149	58,238 0 0
For Europeans and others (c) Government ...	...	...	..	..	...	..	..	...	..	... ...
For Europeans and others (c) Aided ...	9,813	...	...	1,182	...	...	11,532	3,163	25,690	27,275 0 0
Mixed Schools (Boys and Girls') (d) Government ...	...	..	..	...	...	...	...	...	...	... ...
Mixed Schools (Boys and Girls') (d) Aided ...	22,003	...	6,524	11,759	...	...	4,779	6,004	51,069	41,956 0 0
Scholarships.										
In Colleges ... ... Government ...	5,845	...	420	480	...	...	...	6,202	12,947	(e) 12,947 0 0
In Colleges ... ... Endowed ...	...	..	...	...	...	...	...	...	..	... ...
In Schools ... ... Government ...	16,133	37,685	98	...	4,675	...	...	220	58,811	58,811 0 0
In Schools ... ... Endowed ...	.	1,273	...	...	...	...	...	...	1,273	1,273 0 0
Buildings and Endowments ... Government ...	60,876	66,187	...	...	9,013	...	...	...	1,36,076	1,36,076 0 0
Buildings and Endowments ... Aided ...	560	...	...	...	...	...	...	...	560	560 0 0
Miscellaneous	56,608	...	...	...	...	...	...	...	56,608	56,608 0 0
TOTAL ...	7,18,301	4,33,898								14,57,552 0 0

* Including High Vernacular Schools at Gurgáon and Ludhiána.

† Including Jail Schools.

(a) The Punjab University College accounts are kept by the Calendar year and the figures shewn in this statement are for the year 1876 with the exception of the Government grant which is for the Financial Year.

(b) Exclusive of Rs. 6,422 on account of scholarships in Government Colleges and Schools for which there is a separate head in this Return.

(c) Includes the following schools :—1 Auckland house school, Simla ; 2 Roman Catholic Female Orphanage, Simla ; 3 Girls' School Delhi ; 4 Anárkali Girls' School ; 5 Noulakha and Donald Town Girls' Schools, Lahore.

(d) Includes the following schools :—1 Mayo Industrial School, Simla ; 2 Saint James' School, Lahore ; and 3 Murree Asylum.

(e) Inclusive of Rs. 6,202 on account of Scholarships received from the Funds of the Punjab University College.

NOTE.—The Collection of Fees of Government institutions entered in Column 8 are not included in the total of receipts in Column 10 as the fees are not expended directly except in the Ludhiána High Vernacular School, Delhi Anglo-Arabic School, Ferozepore Lower School &c.

B. EDUCATION—FORM 4.

Distribution of Government Colleges and Schools and of all Schools and Colleges, Aided and inspected by Government in the several districts under the Government of the Punjab, and in the States subject to administrative supervision—for the year 1876-77.

1	2	3	4	5	6	7	8	9
Names of Districts and Native States.	Vernaculars spoken.	Area in square miles.	Estimate of population.	Number of Schools.	Number of Scholars on the rolls on 31st March 1877.	Average Number of square miles to each school.	Percentage of scholars to population.	Remarks.
1 Delhi ...	Urdú and Hindí.	1,277	6,08,850	122	6,154	10·4	1·01	
2 Gurgáon ...	Do.	1,980	6,89,653	67	3,570	29·5	·51	
3 Karnál ...	Do.	2,352	6,10,927	51	2,611	46·1	·42	
4 Hissár ...	Urdú, Punjabi, Jatú and Bagri.	3,540	4,84,681	25	1,119	141·6	·23	
5 Rohtak ...	Urdú and Hindí.	1,811	5,36.959	50	2,856	36·2	·53	
6 Sirsa ...	Urdú, Punjabi Bagri and Bhatti.	3,121	2,10,795	26	1,001	120·03	·47	
7 Umballa ...	Urdú, Hindí and Punjabi.	2,621	10,35,488	89	5,952	29·4	·57	
8 Ludhiána ...	Urdú and Punjabi.	1,368	5,83,245	77	4,634	17·6	·79	
9 Simla ...	Urdú and Pahári.	18	33,995	17	764	1·05	2·24	
10 Jullundur ...	Punjabi and Uudú.	1,326	7,94,764	162	7,345	8·1	·92	
11 Hoshiárpur ...	Do.	2,086	9,38,890	97	4,794	21·5	·51	
12 Kángra ...	Pahári, Urdú and Láhauli.	8,988	7,43,832	76	3,274	118·2	·44	
13 Amritsar ...	Punjabi and Urdú.	1,562	8,32,750	172	8,155	9·08	·97	
14 Gurdáspur ...	Do.	1,818	9,06,126	107	5,696	16·9	·62	
15 Siálkot ...	Do.	1,955	10,05,004	121	5,497	16·1	·54	
16 Lahore ...	Do.	3,659	7,89,666	121	7,480	30·2	·94	
17 Gujránwála ..	Do.	2,563	5,50,576	85	4,983	30·2	·98	
18 Ferozepore ...	Do.	2,739	5,49,253	51	2,412	53·7	·43	
19 Ráwalpindi ...	Do.	6,218	7,11,256	94	6,603	66·3	·90	
20 Jhelum ...	Do.	3,910	5,00,988	60	4,405	65·1	·87	
21 Gujrát ...	Do.	2,029	6,16,347	47	3,698	43·1	·59	
22 Sháhpur ...	Do.	4,700	3,68,796	37	2,320	127·2	·62	
23 Mooltan ...	Urdú, Mooltani and Punjabi.	5,927	4,71,563	54	3005	109·7	·63	
24 Jhang ...	Punjabi and Urdú.	5,702	3,84,027	44	2,530	129·6	·65	
25 Montgomery ...	Urdú and Punjabi.	5,573	3,59,437	30	1,455	185·7	·40	
26 Muzaffargarh ...	Mooltáni, Urdú, and Punjabi.	2,954	2,95,547	24	1,546	123·08	·52	
27 Dera Ismail Khán ...	Punjabi, Pashtú and Urdú.	7,096	3,94,864	27	2,387	262·8	·60	
28 Dera Ghazi Khán ...	Punjabi, Bilochi and Urdù.	4,740	3,08,840	37	1,708	128·01	·55	
29 Bannú ...	Punjabi, Pashtú and Urdú.	3,171	2,87,547	21	975	151·0	·32	
30 Peshávar ...	Urdú, and Pashtú.	2,497	5,23,152	40	2,269	62·4	·43	
31 Hazára ...	Pashtú, Punjabi and Urdú.	2,835	3,67,218	26	1,092	109·03	·29	
32 Kohat ...	Pashtú, Urdú and Puujabi.	2,839	1,45,419	5	335	567·8	·23	
Total ...		1,04,975	176,04,505	2,062	1,12,625	50·9	·64	

N.B.—Columns 2, 3 and 4 have been filled up from the statistical tables published with the Administration Report for 1875-76.

General Comparative Statement of Statistics

I		2	3	4	5	6			7		
		Number of institutions.	Number of scholars on the rolls at close of the year.	Average number of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.			Expenditure from Provincial services.		
						Rs.	A.	P.	Rs.	A.	P.
Government Institutions											
Colleges	1875-76	2	113	92	78	56,400	10	0	49,432	5	0
	1876-77	2	142	112	93	64,268	9	0	57,028	9	0
Schools of Higher Class	1875-76	8	416	402	337	73,595	3	0	67,255	1	0
	1876-77	8	512	477	388	70,843	2	0	64,767	11	0
Schools of Middle Class	1875-76	143	18,132	17,487	14,571	2,10,111	7	0	95,604	7	0
	1876-77	171	21,818	21,498	17,524	2,45,578	12	0	1,01,053	15	0
Schools of Lower Class	1875-76	1,271	61,703	61,770	50,523	2,34,017	12	0	6,357	13	0
	1876-77	1,254	58,503	59,531	49,766	2,31,495	11	0	5,689	15	0
Female Schools	1875-76	130	3,374	3,307	2,701	14,279	11	0	165	15	0
	1876-77	134	3,269	3,326	2,540	15,037	0	0	200	2	0
Normal Schools	1875 76	3	297	285	255	31,684	6	0	19,425	6	0
	1876-77	3	293	297	248	32,472	1	0	19,869	11	0
Jail Schools	1875-76	27	3,431	3,780	3,330	6,171	8	0	5,871	1	0
	1876-77	28	3,120	3,479	2,939	6,375	13	0	6,113	0	0
Schools of industrial Art ...	1875-76	1	88	67	63	10,086	12	0	10,056	0	0
	1876-77	1	68	73	47	15,316	8	0	14,126	5	0
TOTAL ...	1875-76	1,585	87,554	87,190	71,858	6,36,347	5	0	2,54,168	0	0
	1876-77	1,601	87,725	88,793	73,545	6,81,387	8	0	2,68,849	4	0
Aided Institutions.											
Schools of Higher Class	1875-76	9	2,103	2,118	1,710	84,322	7	0	32,749	1	0
	1876-77	9	2,169	2,094	1,586	85,151	14	0	32,817	0	0
Schools of Middle Class	1875-76	46	6,497	6,372	5,217	1,14,916	13	0	50,503	2	0
	1876-77	35	4,646	4,631	3,591	1,01,262	7	0	47,420	4	0
Schools of Lower Class	1875-76	198	11,891	12,475	10,092	70,879	2	0	26,264	0	0
	1876-77	189	10,876	12,002	9,374	75,400	10	0	27,148	11	0
Female Schools	1875-76	220	6,987	6,800	5,201	88,199	13	0	27,660	4	0
	1876-77	230	6,915	6,905	5,137	89,908	5	0	27,667	3	0
Normal Schools	1875-76	7	252	250	203	29,530	15	0	14,978	13	0
	1876-77	7	294	260	211	24,768	6	0	15,382	7	0
Punjab University College ...	1875-76	...	...	...	...	45,276	9	0	21,000	0	0
	1876-77	...	...	...	...	43,210	13	0	21,000	0	0
Endowment and Building Grants	1875-76	...	...	...	...	10,559	12	0	10,559	12	0
	1876-77	...	...	...	...	559	8	0	559	8	0
TOTAL ...	1875-76	480	27,730	28,015	22,423	4,43,685	7	0	1,83,715	0	0
	1876-77	470	24,900	25,892	19,899	4,20,291	15	0	1,71,995	4	0
General Establishment	1875-76	...	...	...	...	2,34,237	7	0	2,31,301	0	0
	1876-77	...	...	...	...	2,19,793	13	0	2,16,580	9	0
Buildings	1875-76	...	...	...	...	1,36,891	3	0	65,805	0	0
	1876-77	...	...	...	...	1,36,076	10	0	60,876	9	0
TOTAL ...	1875-76	...	...	...	...	3,71,128	10	0	2,97,106	0	0
	1876-77	...	...	...	...	3,55,870	7	0	2,77,457	2	0
GRAND TOTAL ...	1875-76	2,065	1,15,284	1,15,205	94,281	14,51.161	6	0	7,34,989	0	0
	1876-77	2,071	1,12,625	1,14,685	93,444	14,57,552	14	0	7,18,301	10	0

for the years 1875-76 *and* 1876-77.

8			9			10			11			12			
Expenditure from General Local Fund.			Expenditure from District Funds.			Expenditure from Other Sources.			*Annual cost of educating each pupil.*						REMARKS.
									Total Cost			Cost to Government.			
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
...	...	...	...	...	...	6,968	5	0	723	1	4	633	11	11	
...	...	...	...	...	...	7,240	0	0	691	0	10	613	3	4	
42	0	0	4,001	3	0	2,296	15	0	218	6	1	199	9	1	
72	8	0	3,930	6	0	2,072	9	0	182	9	4	166	14	10	
26,852	10	0	66,659	15	0	20,994	7	0	14	6	9	6	9	0	
33,586	10	0	81,656	13	0	29,281	6	0	14	0	2	5	12	3	
7,915	4	0	2,08,378	6	0	11,366	5	0	4	10	1	...	2	0	
6,795	8	0	2,08,643	13	0	10,366	7	0	4	10	5	...	1	10	
3,558	10	0	7,800	2	0	2,755	0	0	5	4	7	...	1	0	
3,478	14	0	8,279	12	0	3,078	4	0	5	14	9	...	1	3	
...	...	...	12,042	0	0	217	0	0	124	4	0	76	2	10	
...	...	...	12,373	7	0	228	15	0	130	14	11	80	1	10	
...	...	...	...	...	...	300	7	0	1	13	8	1	12	3	
...	...	...	...	...	...	262	13	0	2	2	9	2	1	3	
...	...	...	...	...	...	30	12	0	160	1	8	159	9	11	
...	...	...	...	...	...	1,190	3	0	325	14	0	300	9	0	
38,368	8	0	2,98,881	10	0	44,929	3	0	...	...	...	...	...	...	
43,933	8	0	3,14,884	3	0	53,720	9	0	...	...	...	...	...	...	
...	...	...	...	...	...	51,573	6	0	49	5	0	19	2	5	
...	...	...	...	...	...	52,337	14	0	53	11	0	20	11	0	
150	0	0	3,563	13	0	60,699	14	0	22	0	5	9	10	11	
...	...	...	720	1	0	53,122	2	0	28	3	2	13	3	3	
...	...	...	1,947	14	0	42,667	4	0	7	0	1	2	9	8	
...	...	...	1,924	3	0	46,327	9	0	8	0	7	2	14	1	
...	...	...	4,253	1	0	56,286	8	0	16	15	4	5	5	1	
932	8	0	2,359	14	0	58,948	12	0	17	8	0	5	6	2	
...	...	...	1,244	14	0	13,307	4	0	145	7	6	73	14	7	
...	...	...	91	8	0	9,294	7	0	117	6	2	72	14	5	
...	...	...	...	...	...	24,276	9	0	...	...	...	...	...	...	
...	...	...	...	...	...	22,240	13	0	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
150	0	0	11,009	10	0	2,48,810	13	0	...	...	...	...	...	...	
932	8	0	5,095	10	0	2,42,271	9	0	...	...	...	...	...	...	
...	...	...	2,583	6	0	353	1	0	...	...	...	...	...	...	
...	...	...	2,866	2	0	347	2	0	...	...	...	...	...	...	
2,631	0	0	59,148	0	0	9,307	3	0	...	...	...	...	...	...	
289	0	0	65,897	9	0	9,013	8	0	...	...	...	...	...	...	
2,631	0	0	61,731	6	0	9,660	4	0	...	...	...	...	...	...	
289	0	0	68,763	11	0	9,360	10	0	...	...	...	...	...	...	
41,149	8	0	3,71,622	10	0	3,03,400	4	0	...	...	...	...	...	...	
45,155	0	0	3,88,743	8	0	3,05,352	12	0	...	...	...	...	...	...	

Statement of Government Colleges

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16			17		
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*								
District.	College.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.			District Funds.			General Local Funds.		
Delhi ...	1 Government College	...	34	7	...	...	41	37	33	21	2	2	Rs. 2 to Rs. 5	25,113	11	...	...	...	...	...	...	...
Lahore	2 Government College	1	80	14	6	...	101	75	60	21	2	3	Rs. 2	31,914	14	...	...	...	...	...	...	...
	Grand Total ...	1	114	21	6	...	142	112	93	21	4	5		57,028	9	...	...	...	...	...	...	...

Total Expenditure .. ..

Deduct.—Expenditure on Scholarships from Provincial Services ... ...

Do. do. do. do. Punjab University College Fund ...

Do. do. do. do. Gubbin's Scholarship ... ...

Do. do. do. do. Dalip Singh's Fund ... ...

Amount shown in Imperial Return No. 3, *exclusive* of expenditure on

in the Punjab for the year 1876-77.

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from								*Number of pupils instructed in*						
Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and Fines.	Funds not included in foregoing headings.	TOTAL.	Total expenditure.	English.	Urdū.	Hindi (Nagri.)	Hindi (Landi Mahajni &c.	Arabic.	Persian.	Sanskrit.
420	...	78	...	879 8 ...	1,863 8 ...	27,475 3 ...	27,475 3 ...	41	...	...	...	3	22	15
...	480	60	...	1,340	4,338 8 ...	36,793 6 ...	36,793 6 ...	101	...	...	...	11	64	26
420	480	138	...	2,219 8 ...	6,202	64,268 9 ...	64,268 9 ...	142	...	...	...	14	86	41

... ... Rs. 64,268-2-0

... ... Rs. 5,845-2-0

... ... „ 6,202-0-0

... ... „ 420-0-0

... ... „ 480-0-0 Rs. 12,947-2-0

Scholarships ... „ 51,321-7-0

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16		
		No. of pupils on rolls at the close of the year.									*Teachers.*			*Received*					
District.	School.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others	Monthly rate of schooling fee.	Provincial Services.			District Funds.		
		Umballa Circle.																	
Delhi ...	1 Upper District School ...	...	67	14	...	...	81	82	65	17	...	6	12 as. to Rs. 5	10,689	15	0	71	7	0
Gurgáon ...	1 High Vernacular School ...	...	116	25	4	...	145	106	84	15	...	4	1 as. to 8 as.	...	...	...	2,213	13	0
Ludhiána ...	1 Ditto ...	...	30	26	8	...	64	56	50	19	...	5	2 as. to 12 as.	5,662	9	0	1,275	14	0
	3 Total ...	...	213	65	12	...	290	244	199	17	...	15	...	16,352	8	0	3,561	2	0
		Lahore Circle.																	
Hoshiárpur,	1 Upper District School ...	1	26	10	3	...	40	46	38	18	1	4	12 as. to Rs. 5	8,982	13	0	259	12	0
Amritsar ...	1 Ditto ...	...	32	17	11	...	60	64	58	17	2	4	Ditto.	11,472	10	0	10	0	0
Lahore ...	1 Ditto ...	2	60	13	7	...	82	89	64	18	2	5	Ditto.	15,986	0	0	99	8	0
	3 Total ...	3	118	40	21	...	182	199	160	18	5	13	...	36,441	7	0	369	4	0
		Rawalpindi Circle.																	
Gujrát ...	1 Upper District School ...	1	15	10	8	...	34	23	20	17	2	3	12 as. to Rs. 1	8,599	12	0	...	...	...
		Mooltan Circle.																	
D. G. Khán,	1 Upper District School ...	...	5	1	...	...	6	11	9	16	...	3	2 as. to Rs. 1	3,374	0	0	...	...	...
	8 Grand Total ...	4	351	116	41	...	512	477	388	68	7	34	...	64,767	11	0	3,930	6	0
	Deduct Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	11,588	6	0	1,339	7	0
	Amount shewn in Table B 3	...	...	...	...	...	...	...	...	...	...	...	...	53,179	5	0	2,590	15	0

N. B.—The collection on account of fees entered in column 22 are not included in the total of receipts in column No. 24 as the fees

(*a.*)—Rs. 293-14-0 expended and Rs. 120-1-0 in deposit.

(*b.*)—Inclusive of Rs. 293-14-0 from fees.

Higher Class for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Fundsnot included in foregoing headings.	Total.	Total expenditure.	English.	Urdu.	Hindi (Nágri).	Hindi Lande Mahajni &c. &c.,	Arabic.	Persian.	Sanskrit.
72 8 0	... ...	... ...	60 0 0	... ...	1,206 7 0	... ...	10,893 14 0	10,893 14 0	81	...	...	...	9	56	16
... ...	... ...	... ...	... ...	... ...	129 1 0	... ...	2,213 13 0	2,213 13 0	...	145	...	...	...	97	...
... ...	... ...	... ...	911 7 0	... ...	(a) 413 15 0	... ...	(b) 8,143 12 0	8,143 12 0	64	64	...	...	...	64	...
72 8 0	... ...	... ...	971 7 0	... ...	1,749 7 0	... ...	21,251 7 0	21,251 7 0	145	209	...	...	9	217	16
... ...	... ...	... ...	43 15 0	... ...	471 11 0	220 0 0	9,506 8 0	9,506 8 0	40	...	...	...	4	36	4
... ...	... ...	... ...	514 0 0	... ...	744 8 0	... ...	11,996 10 0	11,996 10 0	60	...	...	...	16	33	11
... ...	... ...	... ...	29 5 0	... ...	1083 10 0	... ...	16,114 13 0	16,114 13 0	82	...	...	2	13	50	17
... ...	... ...	... ...	587 4 0	... ...	2,299 13 0	220 0 0	37,617 15 0	37,617 15 0	182	...	...	2	33	119	32
... ...	... ...	... ...	... ...	... ...	236 4 0	... ...	8,599 12 0	8,599 12 0	34	...	...	1	4	13	17
... ...	... ...	... ...	... ...	... ...	59 8 0	... ...	3,374 0 0	3,374 0 0	6	..	...	...	6	...	...
72 8 0	... ...	... ...	1,558 11 0	... ...	(a) 4,345 0 0	220 0 0	(b) 70,843 2 0	70,843 2 0	367	209	...	3	52	349	65
72 8 0	... ...	... ...	803 14 ...	... ...	... ...	220 0 0	14,024 3 0	14,024 3 0	...	...	...	...	...	...	...
... ...	... ...	... ...	754 13 0	... ...	4,345 0 0	... ...	56,818 15 0	56,818 15 0	...	...	...	...	...	...	...

are not expended directly.

Statement of Government Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	
District.		School.	Number of pupils on rolls at the close of the year.						Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.		Monthly rate of schooling fee.	Received Provincial Services.	
			Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.				Christians.	Others.			
		Umballa Circle.														
Delhi ...	1	District School ...	...	210	26	...	...	236	196	163	13	..	9	6 as. to 5 Rs.	6,949	12
Do. ...	2	Anglo-Arabic School ...	...	3	126	...	...	129	104	94	13	...	6	2 as. to 1 Re.	...	...
Gurgáon ...	3	District School Riwari ...	...	155	33	3	...	191	169	150	14	...	7	6 as. to 2 Rs.	4,288	15
Karnál ...	4	District School ...	...	60	21	..	...	81	73	64	14	1	4	6 as. to 1 Re.	5,538	5
Hissar ...	5	District School Bhiwani ...	...	63	3	...	...	66	59	43	14	..	4	1 an. to 1 Re.	2,085	8
Rohtak ...	6	District School ...	...	76	17	...	...	93	78	61	14	1	4	1 an. to 4½ Rs.	4,265	1
Umballa ...	7	District School Jagádhri ...	1	102	18	4	..	125	111	86	15	...	5	6 as. to 1 Re.	4,318	14
Do. ...	8	Ditto Rupar ...	...	46	16	6	...	68	67	50	13	..	4	3 as. to 1 Re.	3,204	14
Simla ...	9	District School ...	...	26	24	...	...	50	39	31	16	...	4	1 as. to 1½ Rs.	2,505	8
		Total ...	1	741	284	13	...	1039	896	742	14	2	47	...	33,156	13
Ludhiána ...	10	High Vernacular School, Middle Department. ..	...	29	68	2	...	99	81	75	12	...	3	2 as. to 1 Re.	...	...
		Total ...	1	770	352	15	..	1,138	977	817	13	2	50	...	33,156	13
Delhi ...	1	Arab Sarai ...	...	36	45	...	...	81	72	49	12	...	3	1 to 3 annas.	...	...
	2	Najafgarh ...	...	120	22	1	...	143	139	118	12	..	4	Do.	...	...
	3	Sonepat* ...	...	91	19	...	...	110	120	88	12	..	4	1 to 4 annas.	227	11
	4	Ballabgarh ...	...	139	20	1	...	160	152	126	11	..	4	1 to 3 annas.	...	...
	5	Faridabad ...	...	103	41	3	...	147	119	98	11	...	4	Do.	...	...
	6	Haveli Pálam ...	...	85	6	..	...	91	100	85	11	..	4	Do.	...	...
	7	Mahrauli ...	...	70	26	...	...	96	88	73	10	..	4	Do.	...	...
		Total ...	...	644	179	5	...	828	790	637	11	...	27	...	227	11
Gurgáon...	1	Hasanpur ...	...	79	71	...	..	150	137	107	10	...	4	1 to 2 annas.	29	...
	2	Punahána ...	...	67	29	...	...	96	92	76	12	...	4	Do.	27	...
	3	Nagina (*c*) ...	...	60	43	...	...	103	92	73	11	..	4	Do.	...	...
	4	Núh ...	...	54	42	...	...	96	95	78	12	...	3	Do.	...	...
	5	Palwal (*d*) ...	...	129	49	2	...	180	173	141	11	...	4	Do.	102	8
	6	Ferozepore Jhirka (*d*) ...	...	79	62	...	...	141	131	107	12	...	4	Do.	90	..
	7	Farrukhnagar (*d*) ...	...	65	34	...	..	99	101	81	11	..	4	Do.	90	...
		Total ...	...	533	330	2	...	865	821	663	11	...	27	...	338	8
Karnál ...	1	Pánipat ...	...	72	60	...	...	142	150	131	12	...	6	1 to 4 annas.	61	...
	2	Kaithal* ...	...	160	47	2	...	209	195	159	10	..	9	Do.	507	...
	3	Pundri (*f*) ...	...	64	52	...	...	116	114	95	11	...	3	Do.	...	...
	4	Kunjpura (*f*) ...	...	37	48	...	...	85	85	69	11	..	3	Do.	...	...
		Total ...	...	343	207	2	...	552	544	454	11	...	21	...	568	...
Hissár ...	1	Hissar* ...	...	78	16	...	...	94	113	91	14	...	4	1 to 2 annas.	291	4
	2	Hánsi* ...	...	74	21	...	..	95	90	76	10	...	4	Do.	321	10
	3	Tohána (*g*) ...	...	45	25	...	...	70	72	66	12	...	3	Do.	5	2
		Total ...	..	197	62	...	...	259	275	233	12	..	11	...	618	...
Rohtak ...	1	Gohána ...	...	111	67	1	..	179	175	141	12	...	4	6 pies to 2 as.	40	5
	2	Bahádargarh ...	...	132	45	...	...	177	177	130	11	...	5	1 anna	46	11
	3	Mahim ...	...	118	27	...	...	145	139	107	11	..	3	Do.	34	5
	4	Badli ...	...	79	12	...	...	91	94	67	12	..	3	2 annas.	29	6
		Total ...	...	440	151	1	...	592	585	445	12	..	15	...	150	11
Sirsa ...	1	Sirsa* ...	..	114	29	7	...	150	167	126	10	..	7	1 anna. to 1 Re.	666	...
	2	Fazilka ...	...	112	21	...	...	133	111	74	13	...	4	Do.	28	...
		Total ...	..	226	50	7	...	283	278	200	12	...	11	...	694	...

Schools marked * contain English Departments maintained on the grant-in-aid system.
(*a*) Rs. 346, as 11 expended from fees.
(*b*) Includes Rs. 43 annas 15 from fees.
(*c*) Constituted Middle School from 1st June 1876.
(*d*) Formerly aided schools constituted Government schools from 1st June 1876.
(*e*) Rs. 42 expended from fees till May 1876.
(*f*) Constituted Middle Schools from 1st April 1876.
(*g*) Constituted a Middle School from 1st June 1876.

Class in the Punjab for the year 1876-77.

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagri).	Hindi (Landé Mahajuni &c., &c.,	Arabic.	Persian.	Sanskrit.
134 9	... ...	10 10	... ...	78 0	... ...	1,196 9	... ...	7,172 15	7,172 15	236	236	...	...	...	236	...
... ...	5,164 1	... ...	... ...	... ...	... ...	346 11	... ...	5,510 12	(a) 5,510 12	129	129	...	...	104	129	...
232 3	... ...	... ...	... ...	660 0	... ...	883 8	... ...	5,181 2	5,181 2	190	190	...	...	...	190	...
813 4	... ...	13 4	... ...	... ...	... ...	402 6	... ...	6,364 13	6,364 13	81	81	...	...	...	81	...
218 11	... ...	... ...	... ...	120 0	... ...	306 9	... ...	2,424 3	2,424 3	66	66	...	...	...	66	...
601 4	... ...	74 3	... ...	... ...	... ...	369 9	... ...	4,940 8	4,940 8	93	93	...	...	...	93	...
191 10	... ...	... ...	... ...	... ...	... ...	598 5	... ...	4,510 8	4,510 8	195	125	...	...	...	125	...
322 4	... ...	... ...	... ...	... ...	... ...	247 12	... ...	3,527 2	3,527 2	68	68	...	...	...	68	...
... ...	... ...	... ...	... ...	... ...	... ...	194 13	... ...	2,505 8	2,505 8	50	50	...	...	...	50	...
2,513 13	5,164 1	98 1	... ...	858 0	... ...	4,546 2	... ...	42,137 7	42,137 7	1,038	1,038	...	...	104	1,038	...
491 ...	... ...	... ...	... ...	515 0	... ...	153 2	... ...	(b) 1,049 15	1,049 15	99	99	...	...	...	99	...
3,004 13	5,262 2	... ...	... ...	1,373 ...	... ...	4,699 4	... ...	43,187 6	43,187 6	1,137	1,137	...	...	104	1,137	...
869 ...	... ...	... ...	... ...	... ...	... ...	44 6	... ...	869 0	869 0	...	81	...	...	...	37	...
227 ...	783 ...	... ...	... ...	... ...	... ...	90 12	... ...	1,010 0	1,010 0	...	143	...	80	...	69	...
190 ...	582 ...	... ...	... ...	227 12	... ...	77 1	... ...	1,227 7	1,227 7	35	88	...	22	...	57	...
273 2	706 ...	... ...	... ...	24 0	... ...	80 9	... ...	1,003 2	1,003 2	...	160	...	51	...	78	...
214 15	578 2	... ...	... ...	... ...	... ...	66 6	... ...	793 1	793 1	...	147	...	34	...	68	...
810 ...	... ...	... ...	... ...	... ...	... ...	35 10	... ...	810 0	810 0	...	91	...	38	...	45	...
958 ...	... ...	... ...	... ...	... ...	... ...	47 1	... ...	958 0	958 0	...	71	...	35	...	32	...
3,542 1	2,649 2	... ...	... ...	251 12	... ...	441 13	... ...	6,670 10	6,670 10	35	781	...	260	...	386	...
973 9	... ...	... ...	... ...	... ...	... ...	32 7	... ...	1,002 9	1,002 9	...	105	45	...	...	51	...
878 6	... ...	... ...	... ...	... ...	... ...	50 5	... ...	905 6	905 6	...	13	45	...	...	38	...
544 7	... ...	... ...	... ...	... ...	... ...	24 9	... ...	544 7	544 7	...	63	40	...	...	42	...
633 3	... ...	... ...	... ...	... ...	... ...	38 6	... ...	633 3	633 3	...	96	...	...	...	53	...
68 0	355 0	... ...	... ...	571 6	... ...	202 13	... ...	1,138 14	(c) 1,138 14	...	140	48	...	...	91	...
265 6	18 0	... ...	... ...	780 0	... ...	90 9	... ...	1,153 6	1,153 6	...	109	...	32	...	60	...
387 6	201 0	... ...	... ...	452 2	... ...	77 11	... ...	1,130 8	1,130 8	...	95	4	...	...	56	...
3,750 5	574 0	... ...	... ...	1,803 8	... ...	516 12	... ...	6,508 5	6,598 5	...	621	182	32	...	391	...
1,254 10	840 8	... ...	... ...	5 0	... ...	69 14	... ...	2,161 2	2,161 2	...	113	29	20	...	60	...
227 8	1,090 4	... ...	... ...	499 12	... ...	138 7	... ...	2,324 8	2,324 8	28	166	43	19	...	51	...
498 13	79 14	... ...	... ...	... ...	... ...	21 12	... ...	578 11	578 11	...	116	...	...	...	35	...
236 9	396 0	... ...	... ...	55 0	... ...	30 1	... ...	687 9	687 9	...	55	...	...	...	30	...
2,217 8	2,406 10	... ...	... ...	559 12	... ...	260 2	... ...	5,751 14	5,751 14	28	450	72	39	...	176	...
485 1	450 4	... ...	... ...	240 0	... ...	81 10	... ...	1,466 9	1,466 9	44	33	16	5	...	17	...
64 11	610 5	... ...	... ...	300 0	... ...	51 0	... ...	1,296 10	1,296 10	21	29	38	...	...	28	...
267 2	163 4	... ...	... ...	... ...	... ...	8 1	... ...	435 8	435 8	...	24	25	5	...	16	...
816 14	1,223 13	... ...	... ...	540 0	... ...	140 11	... ...	3,198 11	3,198 11	65	86	79	10	...	61	...
568 4	221 15	... ...	... ...	108 2	... ...	68 0	... ...	938 10	938 10	...	150	15	16	...	59	...
500 2	471 8	... ...	... ...	239 10	... ...	27 13	... ...	1,257 15	1,257 15	...	118	85	...	...	63	...
773 11	... ...	... ...	... ...	... ...	... ...	22 8	... ...	808 0	808 0	...	102	38	33	...	47	...
639 8	... ...	... ...	... ...	... ...	... ...	7 5	... ...	668 14	668 14	...	62	32	...	...	39	...
2,481 9	693 7	... ...	... ...	34 12	... ...	125 10	... ...	3,673 7	3,673 7	...	432	160	49	...	208	...
172 14	543 15	... ...	... ...	1,003 4	... ...	58 7	... ...	2,386 1	2,386 1	48	103	52	...	...	67	...
39 7	260 1	... ...	719 12	... ...	... ...	28 8	... ...	1,047 4	1,047 4	22	82	61	...	...	40	...
212 5	804 9	... ...	719 12	1,003 4	... ...	86 15	... ...	3,433 5	3,433 5	70	190	113	...	...	107	...

Statement of Government Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	
			Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
District.	Schools.		Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	
		Umballa Circle.—(Contd.)														
	1 Shahábád	...	...	60	80	15	...	155	145	121	11	...	4	1 to 2 annas.	39	0
	2 Thanesar	...	...	99	17	7	...	123	110	87	10	...	4	Do.	14	0
	3 Ladwa	...	...	103	12	2	...	117	110	87	11	...	4	Do.	10	0
	4 Bariya	...	...	82	25	9	...	116	121	104	12	..	4	Do.	31	0
	5 Biláspur	...	...	52	18	...	..	70	76	68	13	..	3	Do.	26	0
Umballa ...	6 Sadhaura	...	...	80	75	6	...	161	173	158	10	...	4	Do.	...	...
	7 Mani Majra	...	...	46	19	...	5	70	75	70	12	...	3	Do.	17	0
	8 Morinda	...	...	36	44	10	...	90	92	82	11	...	2	Do.	13	0
	9 Mulana (*a*)	...	...	81	25	2	...	108	119	82	15	...	4	Do.	...	...
	10 Naraingarh	...	...	93	42	...	...	135	144	135	10	..	4	Do.	6	0
	11 Kharrar	...	...	92	40	6	...	138	142	130	11	...	5	Do.	28	0
		Total ...	...	824	397	57	5	1,283	1,307	1,124	11	...	41	..	184	0
	1 Gujarwál	...	...	29	14	77	...	120	116	104	11	...	3	1 to 6 annas.	17	0
	2 Raepur	...	...	51	12	34	...	97	100	84	11	...	3	Do.	18	0
	3 Maland	...	...	46	17	19	...	82	73	68	12	...	3	Do.	13	0
	4 Sudi	...	...	59	9	36	...	104	102	92	12	...	3	Do.	15	0
	5 Máchhiwára	...	...	77	52	7	...	136	134	113	12	...	4	Do.	...	...
Ludhiána,	6 Dharror	...	...	64	4	58	...	126	105	91	12	...	3	Do.	23	0
	7 Bir Khurd	...	...	24	6	32	..	62	52	44	12	...	2	Do.	22	0
	8 Badowál (*a*)	...	...	57	10	57	...	124	86	75	11	...	3	Do,	13	0
	9 Jagráon }	...	...	97	67	21	...	185	173	152	12	..	5	Do.	...	...
	10 Rrokot } (*b*)	...	...	130	36	14	...	180	185	156	10	...	5	Do.	...	...
	11 Khanna }	...	...	114	21	35	...	170	158	140	10	...	5	Do.	45	0
		Total ...	...	748	248	390	...	1,386	1,284	1,119	11	...	39	...	166	0
	49 Total of Vernacular Schools...		...	3,955	1,624	464	5	6,048	5,884	4,875	11	...	192	...	2,946	14
	59 Grand Total of Umballa Circle		1	4,725	1,976	479	5	7,186	6,861	5,692	12	2	242	...	36,103	11
		Lahore Circle.														
Jullundur ...	1 District School Rahon	...	...	75	44	5	..	124	114	90	14	..	6	4 as. to 1 Re.	2,830	7
Hoshiárpur,	2 District School	...	1	153	21	10	..	185	170	129	14	1	9	6 as. to 3 Rs.	5,638	0
Káugra ...	3 District School Núrpur	...	...	47	21	...	...	68	73	56	14	...	4	2 to 8 annas.	2,069	6
Amristar ...	4 District School	...	1	143	60	40	...	244	256	224	14	...	11	6 as. to 1 Re.	6,128	14
Gurdáspur {	5 District School	...	2	83	50	13	...	149	151	120	14	..	8	Do.	4,259	3
	6 District School Batála	...	...	97	69	13	...	179	141	114	12	...	6	3 as. to 1½ Re.	3,135	4
Lahore ...	7 District School	...	...	137	95	6	1	239	228	173	15	..	10	6 as. to 2½ Rs.	5,598	4
Gujránwála,	8 District School	...	...	50	24	16	...	90	150	125	15	1	4	2 as. to 1 Re.	3,695	3
Ferozepur ...	9 District School	...	...	50	37	8	..	95	131	80	13	...	8	6 as. to 1 Re.	2,870	10
		Total ...	4	836	421	111	1	1,373	1,414	1,111	14	2	66	...	36,225	3
	1 Kartárpur*	...	...	87	26	7	...	120	122	64	10	...	6	1 to 6 annas.	342	11
	2 Nawashahr	...	...	89	12	...	...	101	121	100	12	..	5	1 to 4 annas.	67	0
	3 Bunga	...	...	76	27	20	...	123	142	123	11	...	4	1 to 2 annas.	8	12
Jullundur {	4 Nakodar	...	...	138	17	3	...	158	172	154	11	...	5	Do.	26	6
	5 Phillour	...	...	57	47	10	..	114	109	100	13	..	4	Do.	6	12
	6 Pharála	...	...	42	31	2	...	75	82	66	10	...	3	Do.	...	...
	7 Núr Mahal	...	...	93	28	5	...	126	142	106	13	..	5	Do.	16	14
	8 Adampur (*c*)	...	...	41	52	2	...	95	111	64	13	...	3	1 to 6 annas.	...	...
		Total ...	...	723	240	49	...	912	1,001	777	11	..	35	...	468	7
	1 Hariána	...	...	93	47	5	..	145	136	101	13	...	4		8	...
	2 Dasúha	...	...	51	45	8	..	104	95	83	12	...	4	1 anna	5	2
	3 Garshankar	...	...	55	70	7	...	132	144	123	12	...	4	Do.	9	15
Hoshiár-	4 Uná	...	...	124	9	13	1	147	132	107	10	..	4	Do.	...	...
pur ...	5 Urmur	...	...	45	67	...	..	112	118	94	11	..	4	Do.	7	15
	6 Tánda	...	...	69	74	5	...	148	150	133	10	...	4	Do.	10	3
	7 Mukerian (*d*)	...	...	61	28	2	...	91	90	78	11	..	3	Do.	...	..
	8 Máhilpur (*d*)	...	...	87	10	7	2	106	108	90	11	...	3	Do.	...	...
		Total ...	...	585	350	47	3	985	968	809	11	..	30	...	41	3

School marked* contain English Departments maintained on the grant in aid system.

(*a*). Constituted a middle school from 1st June 1876.

(*b*). Formerly aided schools, constituted Government schools from 1st July 1876.

(*c*). Constituted a middle school from 1st August 1876.

(*d*). Constituted Middle schools from 1st July 1876

Class in the Punjab for the year 1876-77.—(Continued.)

16	17	18	19	20	21	22	23	25	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí).	Hindi (Landá Mahajní &c., &c.	Arabic.	Persian.	Sanskrit.
365 5	380 8	... ..	... ...	197 1	.. ...	93 7	... ...	981 14	981 14	...	155	...	30	...	88	...
588 10	115 11	... ..	... ...	57 14	... ..	19 12	... ...	771 3	771 3	..	123	43	...	...	39	...
276 2	241 9	... ...	... ...	121 3	... ..	48 9	... ...	648 14	648 14	...	117	...	48	...	45	...
418 8	162 6	... ...	... ..	81 2	.. ...	58 5	... ...	693 0	692 0	...	82	...	34	...	61	...
601 14	... ...	... ...	... ..	... ...	.. ..	51 8	... ...	627 14	627 14	...	70	...	...	...	44	..
321 6	323 2	... ..	... ...	161 11	... ..	81 2	.. ..	806 8	806 8	...	102	...	59	...	84	.
697 7	... ...	... ...	... ...	... ...	... ...	45 4	... .	714 7	714 7	...	70	..	...	..	49	..
501 4	... ...	... .	... ...	... ...	... ...	34 12	... ..	514 4	514 4	..	90	...	...	...	59	...
473 0	... ...	... ...	... ...	... ...	... ...	18 7	... ...	473 0	473 0	...	68	...	40	...	54	...
609 6	... ..	... ...	... ...	... ...	... ..	29 0	... ...	617 6	617 6	...	96	...	39	...	68	
579 2	173 0	... ...	... ...	36 8	... ...	35 2	... ...	864 10	864 10	...	102	..	36	...	62	..
5,427 0	1,396 9	... ...	... ...	705 7	... ...	510 4	... ...	7,713 0	7,713 0	...	1,075	43	286	..	650	...
790 15	... ...	... ...	... ...	... ...	... ...	85 2	.. ...	807 15	807 15	...	120	...	...	..	83	.
772 8	... ...	... ...	... ...	... ...	... ...	73 6	... ...	790 8	790 8	...	97	...	...	...	56	...
436 2	... ...	120 0	... ...	... ...	... ...	72 10	... ...	569 2	569 2	...	82	.	...	...	37	...
705 13	... ...	... ...	... ...	... ...	... ...	34 4	... ...	720 13	720 13	..	104	...	...	...	65	...
230 12	336 0	... ...	...	300 0	... ...	163 2	.. ...	866 12	866 12	...	136	...	...	...	80	...
908 2	... ...	... ...	... ...	... ...	... ..	96 3	.. ...	931 2	931 2	...	126	...	...	...	51	...
336 8	... ...	120 0	... ...	... ...	... ...	58 4	... ..	478 8	478 8	..	62	...	...	...	87	...
413 5	... ...	... ...	... ...	... ...	... ...	56 14	... ...	426 5	426 5	...	124	...	...	...	70	...
651 13	344 0	.. ...	... ...	420 0	... ...	189 2	... ...	1,415 13	1,415 13	...	185	...	...	...	97	...
500 10	304 0	... ...	... ...	300 0	... ...	173 13	... ..	1,104 10	1,104 10	...	180	...	...	...	71	...
147 4	391 0	... ...	... ...	313 10	... ...	177 0	... ..	949 10	949 10	...	170	...	...	...	61	...
5,893 12	1,375 0	240 0	... ...	1,333 10	... ...	1,029 0	... ...	9,661 2	(e) 9,661 2	...	1,386	...	...	...	698	...
24,341 6	11,122 9	240 0	719 12	6,545 1	.. ...	3,111 3	... ...	46,010 6	46,010 6	198	5,021	649	676	...	2,677	...
27,346 3	16,384 11	240 0	719 12	7,918 1	... ..	7,810 7	... .	89,197 12	89,197 12	1,335	6,158	649	676	104	3,814	...
539 9	... ...	... ...	.. ...	... ...	... ...	529 5	..	3,370 0	3,370 0	124	124	...	...	...	124	..
796 13	... ...	... ...	... ...	112 6	... ...	978 14	... ...	6,547 3	6,547 3	185	185	..	...	6	185	10
154 15	... ..	... ...	... .	39 13	... .	146 2	... ..	2,264 2	2,264 2	68	68	...	...	...	68	...
2,116 15	... ...	... ...	... ...	116 0	... ...	1,654 8	... ...	8,361 13	8,361 13	244	244	...	...	...	244	...
147 12	... ...	... ...	... ...	.. ...	... ..	761 15	... ...	4,406 15	4,406 15	149	55	...	...	53	149	93
196 3	... ...	... ...	... ...	185 0	... .	696 15	... ...	3,516 7	3,516 7	179	179	...	...	...	179	...
1,830 15	... ...	... ...	.. ...	120 0	... ...	1,722 15	... ...	7,549 3	7,549 3	239	239	...	..	91	239	118
524 6	... ...	... ...	... ...	732 12	... ..	648 8	... ...	4,952 7	4,952 7	90	90	..	...	...	90	...
182 12	... ...	... ...	... ...	678 14	... ...	675 1	.. ..	3,732 4	3,732 4	95	95	...	...	...	95	
6,490 4	... ...	... ...	... ...	1,984 15	... ..	7,814 1	... ...	44,700 6	44,700 6	1,373	1,279	...	...	150	1,373	221
754 7	492 13	... ..	... ..	357 4	... ..	204 2	... ...	1,947 3	1,947 3	31	120	...	...	...	45	...
389 12	423 0	... ...	... ..	204 1	... ...	82 0	.. ...	1,083 13	1,083 13	...	101	...	...	...	38	..
797 7	384 0	... ...	... ...	150 12	... ...	126 0	... ...	1,340 15	1,340 15	...	123	...	...	...	75	...
711 7	497 0	... ...	... ...	255 6	... ...	116 14	... ...	1,490 3	1,490 3	40	112	...	56	...	69	...
658 14	383 0	... ...	... ..	267 4	... ...	81 8	... ...	1,315 14	1,315 14	...	114	...	...	...	50	...
625 2	... ...	... ...	... ...	... ...	... ...	48 0	... ...	625 2	625 2	...	75	..	...	...	34	...
387 14	322 15	.. ...	... ...	311 2	... ...	94 14	.. ...	1,038 13	1,038 13	...	126	...	...	...	79	...
307 13	105 0	.. ..	... ..	50 8	... ...	28 0	.. ...	463 5	463 5	...	95	...	...	...	40	...
4,682 12	2,607 12	... ..	... ...	1,596 5	... ...	781 6	... ..	9,305 4	9,305 4	71	866	...	56	...	430	...
470 0	259 14	... ...	... ...	160 1	... ..	41 14	... ..	897 15	897 15	...	145	...	...	...	124	...
379 3	250 1	... ...	... ...	126 11	.. ...	51 15	... ...	761 1	761 1	...	104	...	...	...	58	...
961 8	... ...	... ...	... ...	... ...	... ...	45 1	... ...	971 7	971 7	..	132	...	...	...	104	...
585 15	126 7	... ...	... ...	72 10	... ..	31 0	... ...	785 0	785 0	.	129	40	...	..	87	...
386 0	207 1	... ...	... ...	108 9	... ...	50 1	... ..	709 15	709 15	...	112	...	...	...	72	...
545 5	210 5	... ...	... ...	126 11	... ..	58 9	.. .	892 8	892 8	...	148	...	...	..	124	...
91 9	121 12	... ...	... ...	62 15	... ...	37 11	... ...	276 4	276 4	...	91	...	...	...	56	..
234 6	... ...	... ...	... ...	... ...	... ...	20 1	... ...	234 6	234 6	...	106	...	...	...	75	..
3,654 4	1,175 8	... ..	... ...	657 9	... ...	336 4	... ...	5,528 8	5,528 8	...	967	40	...	...	700	...

(e). Rs. 52 as 12 expended from fees till June 1876.

Statement of Government Schools of the Middle

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
District.	School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	
	Lahore Circle.—(Contd.)														
Kángra	1 Pálampur*	...	96	4	...	...	100	99	62	13	...	6	1 anna	7	2
	2 Sujánpur	...	140	28	...	...	168	164	132	12	...	4	Do.	11	3
	3 Nadaun	...	92	23	...	...	115	112	99	9	...	3	Do.	4	5
	Total	...	328	55	...	...	383	375	293	12	...	13	...	22	10
Amritsar	1 Vairowál	...	55	23	23	...	101	122	85	10	..	4	1 anna	...	...
	2 Butála	...	11	8	39	...	58	73	58	10	...	3	Do.	1	15
	3 Fatehabád	...	49	33	29	...	111	137	111	10	...	3	Do.	...	...
	4 Jalálabad	...	63	27	...	...	90	88	73	10	...	3	Do.	...	...
	5 Ramdás	...	82	15	5	..	102	102	78	10	..	3	Do.	...	...
	6 Tarn Táran	...	39	16	51	..	106	108	70	10	...	5	Do.	...	...
	7 Goindwál	...	28	25	28	...	81	90	64	10	..	3	Do.	...	...
	8 Khiljian	...	17	40	...	...	57	55	50	10	..	3	Do.	2	9
	Total	...	344	187	175	...	706	775	589	10	...	27	...	4	8
Gurdáspur	1 Diná Nagar *	1	134	66	4	...	205	206	132	11	...	7	1 to 2 annas	209	13
	2 Kalánaur	...	23	85	...	...	108	100	66	9	...	5	Do.	53	6
	3 Dera Nanak	...	41	28	26	.	95	105	90	14	..	5	Do.	89	11
	4 Kanjrúr	...	79	29	7	...	115	120	87	13	...	5	Do.	11	12
	5 Srigovindpur * (*a*)	...	95	15	37	...	147	145	110	14	..	6	Do.	120	0
	Total	1	372	223	74	...	670	676	485	12	..	28	...	484	10
Siálkot	1 Zafarwál*	...	61	52	3	...	116	110	81	11	..	5	1 anna	300	0
	2 Duska	...	41	31	5	..	77	80	58	10	..	3	Do.	...	...
	3 Pasrúr*	...	76	72	19	..	167	152	127	12	...	5	Do.	240	0
	4 Jámki	...	60	28	23	..	111	112	97	10	...	5	Do.	...	...
	5 Qila Sobhá Singh	...	30	43	...	...	73	78	58	12	.	3	Do.	...	...
	6 Gota	...	45	28	15	...	88	82	61	12	..	3	Do.	...	..
	7 Sankhatra	...	45	46	...	...	91	87	68	10	...	3	Do.	...	...
	8 Sambrial	...	58	68	6	...	132	118	94	11	...	3	Do.	...	...
	Total	...	416	368	71	..	855	819	644	11	...	30	...	540	0
Lahore	1 Qasúr*	...	141	200	10	...	351	343	302	11	...	10	1 to 2 annas	600	0
	2 Patti	...	23	76	7	...	106	113	98	13	...	3	1 anna	...	...
	3 Sharkpur	...	62	86	10	...	158	151	130	11	...	3	1 to 3 annas	...	...
	4 Chunián	...	130	36	27	...	193	181	147	10	...	3	1 to 2 annas	10	3
	5 Bághbánpur	...	25	75	20	...	120	126	115	13	...	3	1 anna	...	...
	6 Khem Karn	...	63	11	25	..	99	95	72	12	...	3	1 to 2 annas	2	0
	Total	...	444	484	99	...	1,027	1,009	864	12	...	25	...	612	3
Gujránwála	1 Háfizábád	...	124	8	12	...	144	150	120	12	...	4	1 to 2 annas	...	...
	2 Rám Nagar (*b*)	...	85	44	17	...	146	152	117	12	...	3	Do.	...	...
	Total	...	209	52	29	...	290	302	237	12	...	7	...	..	...
Ferozepore	1 Kot Isa Khán	...	38	20	2	...	60	62	42	12	...	3	2 to 10 annas	...	...
	2 Dharm Kot	...	42	58	5	...	105	110	89	10	...	4	Do.	...	...
	3 Zíra	...	41	21	9	...	71	78	47	12	...	3	Do.	30	0
	4 Mogha	...	40	24	36	...	100	110	95	12	...	4	Do.	45	0
	5 Moodkee (*c*)	...	26	11	24	...	61	62	47	10	...	3	Do.	...	...
	6 Bohar (*c*)	...	30	5	29	...	64	58	50	11	...	3	Do.	...	...
	Total	...	217	139	105	...	461	480	370	11	...	20	...	75	0
54	Total of Vernacular Schools...	1	3,638	2,098	649	3	6,289	6,404	5,068	11	...	215	...	2,248	9
63	Grand Total of Lahore Circle,	5	4,474	2,519	760	4	7,662	7,818	6,179	12	2	281	...	38,473	12

Schools marked * contain English Departments, maintained on the grant-in-aid system.

(*a*). Constituted a middle school from 1st July 1876.

(*b*). Constituted a middle school from 1st April 1876.

(*c*). Constituted middle schools from 1st March 1876.

Class in the Punjab for the year 1876-77.—(Continued.)

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahjní &c., &c.,	Arabic.	Persian.	Sanskrit.
1,350 5	... ...	.. ...	120 0	.. ...	464 2	31 6	... .	1,941 9	1,941 9	27	100	4	...	...	45	40
731 8	... ...	... ...	... ...	132 0	... ..	13 10	... ...	874 11	874 11	...	113	55	10	...	47	6
589 6	... ...	... ...	... ...	60 0	... ...	5 0	... ...	653 11	653 11	...	94	21	...	..	32	...
2,671 3	... ..	.. ...	120 0	192 0	464 2	50 0	... ...	3,469 15	3,469 15	27	307	80	10	...	124	46
420 14	220 10	... ...	... ...	110 5	... ...	60 0	... ...	751 13	751 13	...	101	...	..	...	81	...
547 8	... ...	.. ...	... ...	... ...	... ...	36 0	... ...	549 7	549 7	...	58	...	...	...	42	..
679 0	... ...	... ...	... ...	... ...	... ...	60 0	... ...	679 0	679 0	...	111	...	...	.	70	...
624 5	... ..	... ...	... ..	... .	... ...	42 0	... ...	624 5	624 5	...	90	...	...	...	69	...
115 6	293 6	... ...	... ...	121 9	... ...	54 0	... ...	530 5	530 5	...	102	...	...	...	52	...
700 2	382 13	... ...	... ...	191 7	... ...	73 2	... ...	1,274 6	1,274 6	42	106	...	...	...	65	...
443 4	... ..	... ...	... ...	.. ...	... ...	24 0	... ...	443 4	443 4	...	81	...	...	..	51	...
628 8	... ...	... ...	... ...	... ...	... ...	18 0	... ...	631 1	631 1	...	57	...	...	...	41	...
4,158 15	896 13	... ...	... ...	423 5	... ...	367 2	... ..	5,483 9	5,483 9	42	706	...	...	..	471	...
26 13	280 0	... ...	... ...	1,022 14	... ..	107 5	... ...	1,539 8	1,539 8	31	205	22	69	...	56	7
419 11	321 0	... ...	... ...	232 0	... ...	36 12	... ..	1,026 1	1,026 1	...	108	...	...	...	37	...
328 0	351 0	... ...	... ...	428 0	... ...	44 9	... ...	1,196 11	1,196 11	...	95	..	...	...	48	...
1,196 5	... ...	... ...	... ...	... ...	... ...	79 3	... ..	1,208 1	1,208 1	...	115	...	..	..	57	...
202 8	64 0	... ...	... ...	541 6	... ..	94 9	... ..	927 14	927 14	39	147	...	38	...	63	...
2,173 5	1,016 0	... ..	... ...	2,224 4	... ..	362 6	... ...	5,898 3	5,898 3	70	670	22	107	...	261	7
464 8	385 4	.. ...	... ...	305 12	... ...	45 12	... ...	1,455 8	1,455 8	50	116	...	...	...	77	..
511 10	300 6	... ...	... ...	... ...	... ...	24 14	... ...	812 0	812 0	...	77	...	...	...	43	...
894 2	244 13	... ...	... ...	295 0	... ...	62 14	... ...	1,673 15	1,673 15	84	167	..	...	...	115	...
572 13	273 12	... ...	... ...	300 0	... ...	38 6	... ...	1,146 9	1,146 9	...	111	...	...	...	65	...
307 1	335 13	.. ...	... ...	179 7	... ...	37 5	... ...	822 5	822 5	..	73	...	...	...	54	...
685 6	... ...	... ...	... ..	... ...	... ...	10 8	... ...	685 6	685 6	...	88	...	...	..	44	...
416 10	196 6	... ...	... ...	114 8	... ...	31 13	... ...	727 8	727 8	...	91	...	...	...	68	..
623 7	... ...	... ...	... ...	... ...	... ...	32 8	... ...	623 7	623 7	...	132	..	...	...	86	...
4,475 9	1,736 6	.. ...	... .	1,194 11	... ...	284 0	... ...	7,946 10	7,946 10	134	855	...	...	...	552	...
777 0	395 0	... ..	353 1 (d)	324 0	... ..	185 3 (d)	... ..	2,634 4	2,634 4	52	351	16	15	20	93	15
543 15	73 11	.. ...	... ..	192 6	... ...	24 0	.. ...	810 0	810 0	...	106	...	...	...	52	...
777 9	57 15	... ...	... ...	116 7	.. ...	24 1	... ...	951 15	951 15	...	158	...	...	...	65	...
652 8	157 11	... ...	... ...	119 13	... ...	25 12	... ...	940 3	940 3	...	193	...	...	...	116	...
1,414 0	... ..	... ...	... ...	.. ..	... ...	33 8	... ...	1,414 0	1,414 0	...	120	...	...	...	69	...
465 6	79 5	... ...	... ...	105 3	... ...	36 4	... ...	651 8	651 8	...	99	...	...	...	43	...
4,630 0	763 10	... ...	353 1	857 13	... ...	328 12	.. ...	7,401 14	7,401 14	52	1,027	16	15	20	437	15
506 3	353 3	... ...	... ...	178 7	... ...	82 3	.. ..	1,037 13	1,037 13	...	144	...	...	...	89	..
101 12	232 0	... ...	... ...	108 0	... ...	41 14	... ...	441 12	441 12	...	140	...	...	...	66	...
607 15	585 3	... ...	... ...	286 7	... ...	124 1	... ...	1,479 9	1,479 9	...	290	...	...	...	155	..
513 13	... ...	... ...	... ...	... ...	... ...	48 8	... ...	513 13	513 13	...	52	...	...	...	29	...
537 8	129 4	... ..	... ...	142 8	... ...	94 8	... ..	839 4	839 4	...	92	...	...	...	65	...
711 7	135 2	... ...	5 0	180 0	... ...	93 13	... ...	1,076 9	1,076 9	..	57	...	...	..	44	...
833 3	... .	... ...	... ...	30 0	... ...	105 6	... ...	863 3	863 3	...	78	...	...	...	69	...
564 9	... ...	... ...	... ..	... ...	... ...	21 6	... ...	564 9	564 9	...	43	...	...	...	29	..
419 4	... ...	... ..	178 13	... ...	... ...	115 2	... ...	598 1	598 1	15	56	...	...	...	38	...
3,579 12	264 6	.. ...	183 13	352 8	... ...	478 11	.. ...	4,455 7	4,455 7	15	378	...	...	...	274	...
30,583 11	9,045 10	... ...	656 14	7,784 14	464 2	3,112 10	... ...	50,968 15	50,968 15	411	6,066	158	188	20	3,404	68
37,073 15	9,045 10	... ...	656 14	9,769 13	464 2	10,926 11	.. ...	95,669 5	95,669 5	1,784	7,345	158	188	170	4,777	289

(d.) Subscription and fees utilized to cover the excess expenditure.

Statement of Government Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15
			No. of pupils on rolls at the close of the year.									*Teachers*			*Recieved*
District.		School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.
		Ráwalpindi Circle.													
Jhelum	1	District School		54	47	23	3	127	117	92	13	1	5	6 as. to 1 Re.	3,170 15
Gujrát	2	District School		96	68	14		178	147	124	14		7	2 as. to 1¼ Re.	3,978 0
Sháhpur	3	District School, Bhera		90	28	5		123	106	89	13		4	3 as. to 1 Re.	3,082 7
Hazára	4	District School, Abbottabad	1	16	16	7		40	35	31	14		2	2 to 12 annas	1,148 0
Kohát	5	District School		36	29	9		74	69	57	13		3	3 as. to 1 Re.	2,127 14
		Total	1	292	188	58	3	542	474	393	13	1	21		13,507 4
Ráwalpindí.	1	Pindi Gheb		86	43	5		134	138	121	13		3	3 pies to 1 anna	15 6
	2	Kalar		42	71	44		157	145	113	13		5	Ditto	10 9
	3	Gujar Khán		43	116	47		206	190	153	12		4	Ditto	13 2
	4	Sukher		36	38	87		161	157	129	10		3	Ditto	22 0
		Total		207	268	183		658	630	516	12		15		61 1
Jhelum	1	Rohtás		42	83			125	132	112	12		3	3 pies to 1 anna	32 3
	2	Chakwál		84	39	27		150	138	124	14		3	Ditto	44 11
	3	Pind Dádan Khán *(a)		240	45	12		297	278	255	12		9	3 pies to 1 Re.	623 15
		Total		366	167	39		572	548	491	12		15		700 13
Gujrát	1	Kunjáh		63	52	7		122	129	107	11		3	1 to 2 annas	28 12
	2	Jalálpur		146	53	5		204	210	179	11		3	Ditto	32 0
	3	Dinga		111	41	23		175	159	121	11		4	Ditto	3 14
		Total		320	146	35		501	498	407	11		10		64 10
Sháhpur	1	Sháhpur		72	34	9		115	120	98	12		4	6 pies to 2 annas	21 8
	2	Khushháb		106	50	8		164	154	124	10		4		14 12
	3	Miáni		163	31	8		202	200	164	10		4		28 3
	4	Sahiwál		113	21	6		140	140	123	11		4	6 pies to 2 annas	16 0
	5	Cantonment Middle School (b)		25	32	3		60	59	48	10		2	Ditto	
		Total		479	168	34		681	673	557	10		18		80 7
Hazára	1	Haripur		61	61	9		131	120	96	10		3		6 1
	16	Total of Vernacular Schools		1,433	810	300		2,543	2,469	2,067	11		61		913 0
	21	Grand Total of Ráwalpindi Cir.	1	1,725	998	358	3	3,085	2,943	2,460	12	1	82		14,420 4
		Mooltan Circle.													
Mooltan	1	District School		98	29	2		129	123	103	15	1	7	6 annas to 1 Re.	4,148 2
Jhang	2	District School	1	106	28	1		136	124	106	13	1	5	3 annas to 1 Re.	3,266 0
D. G. Khán,	3	District School		128	22	5		155	139	114	12		4	1 anna to 1½ Re.	2,625 12
		Total	1	332	79	8		420	386	323	13	2	16		1,0039 14
Mooltan	1	Jalálpur		13	32			45	80	51	8		2	1 anna	7 0
	2	Karor		95	37			132	141	113	9		4	Do.	10 12
	3	Serai Sidhu		97	43	1		141	136	118	11		4	Do.	
	4	Talamba		87	15			102	112	85	12		4	Do.	
		Total		292	127	1		420	469	367	10		14		17 12

Schools marked * contain English Departments maintained on the grant-in-aid system.
(a) Vernacular Department of this school constituted a Government middle school from 1st April 1876.
(b) Constituted a middle school from 1st April 1876.

Class in the Punjab for the year 1876-77.—(Continued.)

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahajni &c., &c.	Arabic.	Persian.	Sanskrit.
203 15	...	...	...	...	25 8	...	...	682 2	...	...	3,400 6	3,400 6	127	127	...	...	...	127	...
823 11	...	...	...	...	...	...	...	773 0	...	...	4,801 11	4,801 11	178	178	...	...	...	178	...
48 11	...	...	...	...	171 9	...	...	432 11	...	...	3,302 11	3,302 11	123	123	...	...	...	123	...
... ...	...	...	...	...	...	...	...	107 0	...	...	1,148 0	1,148 0	40	40	...	...	...	40	...
172 4	...	...	24 0	...	...	275 9	...	2,324 2	...	...	2,324 2	2,324 2	74	74	...	...	...	74	...
1,248 9	...	...	24 0	197 1	...	2,270 6	...	14,976 14	...	...	14,976 14	14,976 14	542	542	...	...	...	542	...
366 6	319 8	...	...	...	...	49 14	...	701 4	...	...	701 4	701 4	...	134	...	...	...	81	...
558 5	...	...	...	...	...	30 10	...	568 14	...	...	568 14	568 14	...	157	...	...	...	86	...
638 10	...	...	...	...	...	31 7	...	651 12	...	...	651 12	651 12	...	206	...	...	...	110	...
497 8	...	...	...	...	...	46 10	...	519 8	...	...	519 8	519 8	...	161	...	...	...	78	...
2,060 13	319 8	...	...	...	...	158 9	...	2,441 6	...	...	2,441 6	2,441 6	...	658	...	...	...	355	...
575 0	...	...	...	...	...	30 7	...	607 3	...	...	607 3	607 3	...	125	...	...	...	77	...
585 11	...	...	...	...	...	37 5	...	630 6	...	...	630 6	630 6	...	150	...	...	...	82	...
21 0	661 12	...	...	600 0	...	101 4	...	1,906 11	...	80	1,906 11	1,906 11	80	139	48	47	...	109	9
1,181 11	661 12	...	...	600 0	...	169 0	...	3,144 4	...	80	3,144 4	3,144 4	80	414	48	47	...	268	9
320 2	322 13	...	...	...	...	65 3	...	671 11	...	...	671 11	671 11	...	103	...	...	...	77	...
82 0	627 0	...	...	...	...	148 5	...	741 0	...	...	741 0	741 0	...	140	...	43	...	111	...
319 12	329 0	...	...	...	...	80 10	...	652 10	...	...	652 10	652 10	...	157	...	...	...	82	...
721 14	1,278 13	...	...	...	...	294 2	...	2,065 5	...	...	2,065 5	2,065 5	...	400	...	43	...	270	...
140 8	385 0	...	...	...	...	8 10	...	1,004 0	...	55	1,004 0	1,004 0	55	115	...	...	...	76	...
43 14	297 9	...	...	...	...	...	...	756 4	...	...	756 4	756 4	...	100	18	46	...	55	...
58 13	297 0	...	...	...	...	...	...	705 0	...	...	705 0	705 0	...	129	16	86	...	59	16
17 6	324 0	...	...	...	...	9 12	...	747 6	...	...	747 6	747 6	...	80	8	52	...	49	...
357 9	...	...	...	...	...	49 14	...	357 9	...	...	357 9	357 9	...	60	...	...	...	37	...
618 2	1,303 9	...	...	...	...	68 4	...	3,570 3	...	55	3,570 3	3,570 3	55	484	42	184	...	276	16
317 5	240 0	...	...	...	...	...	...	758 6	...	...	758 6	758 6	...	131	...	...	...	90	...
4,899 13	3,803 10	...	...	...	...	689 15	...	11,979 8	...	135	11,979 8	11,979 8	135	2,087	90	274	...	1,259	25
6,148 6	3,803 10	...	24	...	...	2,960 5	...	26,956 6	...	677	26,956 6	26,956 6	677	2,629	90	274	...	1,801	25
288 10	...	...	...	...	...	545 5	...	4,439 1	...	129	4,439 1	4,439 1	129	129	...	...	7	129	19
240 15	...	...	...	...	...	155 4	...	3,506 15	...	136	3,506 15	3,506 15	136	135	...	...	...	135	1
34 14	...	...	...	...	...	318 4	...	2,750 4	...	155	2,750 4	2,750 4	155	155	...	...	...	155	...
564 7	...	...	...	...	...	1,018 13	...	10,696 4	...	420	10,696 4	10,696 4	420	419	...	...	7	419	20
356 8	...	...	...	...	...	6 12	...	363 8	...	...	363 8	363 8	...	45	...	...	...	11	...
343 7	332 9	...	...	...	...	13 12	...	686 12	...	...	686 12	686 12	...	102	...	30	...	60	...
789 3	...	...	...	...	...	15 0	...	789 3	...	...	789 3	789 3	...	95	...	46	...	59	...
676 0	...	...	...	...	...	15 0	...	676 0	...	...	676 0	676 0	...	82	...	20	...	40	...
2,165 2	332 9	...	...	...	...	50 8	...	2,515 7	...	...	2,515 7	2,515 7	...	324	...	96	...	170	...

Statement of Government Schools of the Middle

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*
District.	School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.
	Mooltan Circle.—Contd.													
Jhang 1	Maghiána* (*a*)	...	180	63	19	...	262	272	232	11	..	9	6 pies to 3 as.	665 1
Jhang 2	Chiniot* (*a*)	...	104	76	6	..	186	191	152	11	..	7	1 anna.	328 8
Jhang 3	Shorkot* (*a*)	...	73	36	...	...	109	108	90	11	...	6	Do.	242 0
Jhang 4	Ahmadpur (*a*)	...	91	25	3	...	119	116	97	10	..	4	Do.	30 0
Jhang 5	Garh Maharájá (*b*)	...	62	18	...	...	80	79	65	14	..	3	Do.	... ...
	Total	...	510	218	28	..	756	766	636	11	..	29	..	1,265 9
Montgomery 1	Montgomery*	2	26	19	12	...	59	60	50	11	..	3		363 ...
Montgomery 2	Kot Kámalia	..	226	11	6	...	243	221	178	12	...	5	1 to 2 annas	35 ...
Montgomery 3	Pákpattan	..	87	25	10	...	122	135	108	11	...	4		... ...
	Total	2	339	55	28	...	424	418	336	11	...	12	...	398 ...
Muzaffargarh 1	Muzaffargarh	..	87	55	5	...	147	143	112	12	..	5	1 anna	104 13
Muzaffargarh 2	Kot Udú	...	119	52	...	..	171	169	107	10	...	5	6 pies	39 8
	Total	...	206	107	5	...	318	312	219	11	...	10	...	144 5
D. I. Khán 1	Dera Ismail Khán (*c*)	...	186	26	11	...	223	221	191	11	...	8	1 to 5 as.	... ...
D. I. Khán 2	Leiah	..	126	110	4	...	240	234	214	10	...	4	...	112 0
D. I. Khán 3	Bhukkar	...	144	27	3	...	174	166	142	10	...	4	...	25 0
D. I. Khán 4	Kulúchi	...	103	53	4	...	160	153	116	10	...	4	...	26 0
	Total	...	559	216	22	...	797	774	663	10	...	20	...	163 0
D. G. Khán 1	Rájanpur	...	55	27	1	...	83	90	77	9	..	5	...	... ...
D. G. Khán 2	Jámpur	..	66	50	2	...	118	117	108	8	...	5	...	... ...
D. G. Khán 3	Dajal (*b*)	...	19	81	...	...	100	96	73	10	...	3	...	... ...
D. G. Khán 4	Choti	..	28	44	...	...	72	74	69	8	...	3	...	... ...
D. G. Khán 5	Mungrotha	...	33	57	...	...	90	88	73	10	...	3	...	27 12
	Total	...	201	259	3	...	463	465	400	9	...	19	...	27 12
Bannu 1	Mián Khel (*d*)	...	122	44	4	...	170	168	147	8	..	4	...	... ...
Bannu 2	Mián Wáni (*d*)	...	69	48	...	...	117	120	102	10	...	2	...	... ...
	Total	...	191	92	4	...	287	288	249	9	...	6	...	... ...
25	Total of Vernacular Schools...	2	2,298	1,074	91	...	3,465	3,490	2,870	10	...	110	...	2,016 6
28	Grand Total of Mooltan Circle	3	2,630	1,153	99	...	3,885	3,876	3,193	11	2	126	...	12,056 4

ABS

8	Umballa Circle District Schools	1	738	158	13	...	910	792	648	14	2	41	...	33,156 13
9	Lahore ditto	4	836	421	111	1	1,373	1,414	1,111	14	2	66	...	36,225 3
5	Ráwalpindi ditto	1	292	188	58	3	542	474	393	13	1	21	...	13,507 4
3	Mooltan ditto	1	332	79	8	...	420	386	323	13	2	16	...	10,039 14
25	Total of District Schools of 4 Circles.	7	2,198	846	190	4	3,245	3,066	2,475	13	7	144	...	92,929 2
Delhi 1	Anglo-Arabic Schools	..	3	126	.	...	129	104	94	13	...	6	2 as. to 1 Re.	... ...
49	Umballa Circle Vernacular Schools	...	3,955	1,624	464	5	6,048	5,884	4,875	11	...	192	...	2,946 14
54	Lahore ditto	1	3,638	2,098	649	3	6,289	6,404	5,068	11	...	215	...	2,248 9
16	Ráwalpindi ditto	...	1,433	810	300	..	2,543	2,469	2,067	11	..	61	...	913 ...
25	Mooltan ditto	2	2,298	1,074	91	...	3,465	3,490	2,870	10	...	110	...	2,016 6
144	Total of Vernacular Schools of 4 Circles	3	11,324	5,606	1,504	8	18,345	18,247	14,880	10	...	578	...	8,124 13
1	High Ver. School Ludhiána, Middle Department.	...	29	68	2	...	99	81	75	12	...	3	2 as. to 1 Rs.	... ...
171	Grand Total ...	10	13,554	6,646	1,696	12	21,818	21,498	17,524	12	7	731	...	1,01,053 15

(*a*). Formerly aided schools constituted Government Middle schools from 1st April 1876.
(*b*). Constituted Middle School from 1st April 1876. (*c*.) Constituted Government School from 1st May 1876.
(*d*.) Constituted Middle Schools from 1st January 1877.
* Schools marked * contain English Departments maintained on the grant-in-aid system.

Class in the Punjab for the year 1876-77—(Concluded.)

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Fund.	Native States	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí.)	Hindi(Lande Mahajni &c., &c.)	Arabic.	Persian.	Sanskrit.
303 8	681 14	... ..	390 0	823 6	... ...	51 9	.. ...	2,863 13	2,863 13	140	262	..	...	...	185	...
163 ..	420 8	... ...	221 8	477 0	... ...	20 3	... ...	1,610 8	1,610 8	64	186	...	...	..	107	...
296 6	209 0	... ...	221 15	312 0	... ...	16 14	... .	1,281 5	1,281 5	58	109	...	...	...	75	...
227 11	281 1	... ...	4 8	264 1	... ..	7 10	... ...	807 5	807 5	...	119	...	...	...	68	.
400 6	... .	... ...	... ..	... ...	... ...	... ..	... ...	400 6	400 6	...	80	...	...	...	49	...
1,390 15	1,592 7	.. ..	837 15	1,876 7	... ..	102 4	... ..	6,963 5	6,963 5	262	756	...	...	...	484	...
192 13	114 15	... ..	360 0	200 6	... ..	43 11	... ...	1,231 2	1,231 2	22	59	..	...	...	32	..
427 0	486 12	... ...	.. ...	120 0	... ...	108 8	... ..	1,068 12	1,068 12	...	128	50	92	...	68	...
480 0	168 12	... ...	... ...	60 0	.. ..	12 8	... ...	708 12	708 12	...	88	6	40	...	37	...
1,099 13	770 7	.. ...	360 0	380 6	.. ...	164 11	... ..	3,008 10	3,008 10	22	275	56	132	...	137	...
322 3	439 11	... ...	... ...	158 8	... ...	33 13	... ..	1,025 3	1,025 3	...	108	12	23	...	67	4
931 10	... ...	... ...	... ...	.. ..	... ..	3 0	... ..	971 2	971 2	...	136	13	18	...	55	4
1,253 13	439 11	... ...	... .	158 8	... ...	36 13	... ...	1,996 5	1,996 5	...	244	25	41	.	122	8
... .	... ...	... ..	475 10	880 1	... ...	(e)351 15	.. ...	1,707 10	1,707 10	80	199	...	51	...	110	23
852 5	330 0	... ..	... ...	138 4	... ..	... ...	... ...	1,432 9	1,432 9	...	238	...	40	...	102	...
99 6	488 0	... ..	... ...	30 0	... ...	... ..	.. .	642 6	642 6	...	115	...	86	...	59	...
91 8	497 10	... .	... ...	110 0	... ...	... ...	... ...	725 2	725 2	...	125	...	65	...	64	...
1,043 3	1,315 10	... ...	475 10	1,158 5	... ...	351 15	... ...	4,507 11	4,507 11	80	617	...	242	...	335	23
779 10	... ...	... ...	... ...	69 11	... ...	... ...	... ...	849 5	849 5	...	56	..	17	...	21	...
742 4	... ...	... ...	... ...	20 8	... ...	... .	... ..	762 12	762 12	...	118	..	...	...	50	...
469 13	... ..	... ...	... ...	72 8	... ...	... ...	... ..	542 5	542 5	...	100	...	...	...	29	...
583 3	... ...	... ...	... ...	44 4	... ...	... ...	... ..	627 7	627 7	...	72	...	...	...	45	...
723 14	... ...	... ...	... ...	262 0	... ...	... ...	... ..	1,013 10	1,013 10	...	90	...	...	...	43	...
3,298 12	... ..	... ...	... ...	468 15	.. ..	... .	... ...	3,795 7	3,795 7	...	436	...	17	...	188	...
189 12	... ...	... ...	... ...	... .	... .	.. .	... ..	189 12	189 12	...	136	...	34	...	136	...
82 8	... ..	... ...	... ..	... ...	... ...	... ...	... ...	82 8	82 8	...	117	...	...	...	117	...
272 4	... ..	... ..	... ...	... ...	... ..	... .	... ..	272 4	272 4	...	253	...	34	...	253	...
10,523 14	4,450 12	... ..	1,673 9	4,042 9	... ...	706 3	... ...	23,059 1	23,059 1	364	2,905	81	562	...	1,689	31
11,088 5	4,450 12	... ...	1,673 9	4,134 6	... ...	1,725 0	... ..	33,755 5	33,755 5	784	3,324	81	562	7	2,108	51

TRACT.

2,513 13	.. ..	98 1	... ...	858 0	... ...	4,199 7	... ...	36,626 11	36,626 11	909	909	...	...	...	909	...
6,490 4	... ...	... ...	... ...	1,984 15	... ...	7,814 1	... ...	44,700 6	44,700 6	1,378	1,279	...	...	150	1,373	221
1,248 9	... ...	... ...	24 0	197 1	... .	2,270 6	... ...	14,946 14	14,946 14	542	542	...	...	...	542	...
564 7	... ...	... ...	... ...	91 15	... .	1,018 13	... ...	10,696 4	10,696 4	420	419	...	...	7	419	20
10,817 1	... ...	98 1	24 0	3,131 15	.. .	15,302 11	... ..	1,07,000 3	1,07,000 3	3,244	3,149	...	...	157	3,243	241
... ..	5,164 1	... ...	... ..	... ...	... ...	346 11	... ..	5,510 12	5,510 12	129	129	...	...	104	129	..
24,341 6	11,122 9	240 0	719 12	6,545 1	.. ...	3,111 3	... ...	46,010 6	46,010 6	198	5,021	649	676	...	2,677	...
30,583 14	9,045 10	... ..	656 14	7,784 14	464 2	3,112 10	.. ...	50,968 15	50,968 15	411	6,066	158	188	20	3,404	68
4,899 13	3,803 10	... ...	... ..	2,363 1	... ...	689 15	.. ...	11,979 8	11,979 8	135	2,087	90	274	...	1,259	25
10,523 14	4,450 12	... ..	1,673 9	4,042 9	.. ...	706 3	... ...	23,059 1	23,059 1	364	2,905	81	562	...	1,689	31
70,348 12	28,422 9	240 0	3,050 3	20,735 9	464 2	7,619 15	... ..	1,32,017 14	1,32,017 14	1,108	16,079	978	1,700	20	9,029	124
491 0	... ...	... ..	... ...	515 0	... ...	153 2	... ...	1,049 15	1,049 15	99	99	...	...	...	99	...
81,656 13	33,586 10	338 1	3,074 3	24,382 8	464 2	23,422 7	... .	2,45,578 12	2,45,578 12	4,580	19,456	978	1,700	281	12,500	365

(e) Fees expended to cover the excess expenditure.

Statement of Government Schools of the Lower

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
DISTRICT.	Number of Schools.	*Number of pupils on rolls at the close of the year.*						Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.*		Monthly rate of schooling fee.	*Receipts*	
		Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.				Christians.	Others.		Provincial Services.	
Umballa Circle.															
Delhi Anglo-Arabic School (Lower Dept).	1	...	5	132	...	...	137	147	124	11	..	6	2 to 8 annas	...	...
Ludhiana High Ver. School ...	1	...	6	59	2	...	67	67	67	10	...	2	2 to 6 annas	...	...
TOTAL ...	2	...	11	191	2	...	204	214	191	10	...	8	...	...	...
Delhi ...	37	...	1,396	269	..	...	1,665	1,659	1,278	10	...	50	1 to 2 annas	...	...
Gurgáon ...	45	...	1,315	455	1	...	1,771	1,825	1,455	11	...	52	Do.	457	0
Karnál ...	40	...	1,025	601	15	...	1,641	1,459	1,205	11	...	47	Do.	118	0
Hissar ...	17	...	408	112	...	1	521	545	422	11	...	20	Do.	216	0
Rohtak ...	37	...	1,402	284	1	5	1,692	1,586	1,139	10	...	46	1 anna	241	6
Sirsa ...	19	...	315	184	106	...	605	608	428	11	..	22	Do.	117	0
Umballa ...	56	...	1,760	838	194	12	2,804	2,951	238	10	..	78	Do.	196	12
Ludhiána ...	47	...	944	751	679	...	2,374	2,254	1,986	10	...	64	1 to 4 annas	274	0
Simla ...	3	...	103	22	1	...	126	138	95	12	...	4	...	34	3
TOTAL ...	301	...	8,668	3,516	997	18	13,199	13,025	13,094	11	...	383	...	1,654	5
Lahore Circle.															
Ferozepore (Lower Department) ...	4	...	179	89	21	...	289	353	199	9	...	13	1 to 8 annas	...	...
Jullundur ...	71	...	1,773	1,422	393	...	3,588	3,724	2,940	11	...	95	1 to 2 annas	...	...
Hoshiárpur ...	81	...	2,155	940	202	2	3,299	3,690	3,101	10	...	115	1 anna	64	10
Kángra ...	(a) 49	...	1,840	192	6	1	2,040	2,065	1,544	11	...	64	Do.	34	6
Amritsar ...	69	..	884	1,164	811	...	2,859	2,985	2,309	10	...	79	Do.	128	5
Gurdáspur ...	90	..	1,564	1,872	475	5	3,916	4,030	2,931	9	...	129	Do.	403	9
Siálkot ...	72	..	1,327	1,652	295	42	3,316	3,534	2,774	10	...	108	Do.	...	...
Lahore ...	45	...	697	895	412	1	2,005	2,055	1,602	10	...	50	Do.	53	15
Gujránwála ...	68	...	1,520	1,213	390	5	3,128	3,343	2,531	10	...	98	Do.	..	...
Ferozepore ...	33	...	370	525	304	10	1,209	1,194	998	10	...	41	Do.	...	...
TOTAL ...	578	..	12,130	9,875	3,288	67	25,360	26,620	20,660	10	...	779	...	684	13
Rawalpindi Circle.															
Abbottabad (Lower Department) ...	1	1	16	21	..	...	38	42	34	10	...	2	1 to 6 annas	240	0
Rawalpindí ...	48	...	1,131	1,804	587	7	3,529	3,509	2,935	13	...	64	3 pies to 1 anna	265	6
Jhelum ...	35	...	1,213	1,451	171	...	2,835	2,714	2,329	10	..	49	Do.	509	12
Gujrát ...	37	...	746	1,399	290	50	2,485	2,383	1,890	10	...	43	Do.	219	12
Shahpur ...	27	...	554	525	58	...	1,137	1,094	860	10	...	27	...	174	0
Peshawar ...	32	...	183	1,237	...	8	1,428	1,388	1,054	9	..	43	...	65	0
Hazára ...	23	..	238	625	20	...	883	817	682	10	...	24	...	111	12
Kohat ...	3	...	44	85	2	...	131	121	96	10	...	4	...	27	2
TOTAL ...	205	...	4,109	7,126	1,128	65	12,428	12,026	9,842	10	...	254	...	1,372	12
Mooltan Circle.															
Mooltan ...	35	...	410	953	6	2	1,371	1,380	996	10	...	35	1 anna	188	11
Jhang ...	23	...	486	590	28	...	1,104	1,087	854	10	...	33	Do.	225	0
Montgomery ...	21	...	492	248	152	...	892	858	699	11	...	31	Do.	...	...
Muzaffargarh ...	22	...	587	633	2	6	1,228	1,172	888	10	...	39	6 pies	505	3
Dera Ismail Khán ...	21	...	506	566	3	...	1,075	1,122	953	10	...	31	...	331	6
Dera Gazi Khán ...	24	...	220	526	...	...	746	797	655	8	...	35	...	219	3
Bannú ...	17	2	260	306	1	...	569	841	701	9	...	21	...	275	10
TOTAL ...	163	2	2,961	3,822	192	8	6,985	7,257	5,746	10	...	225	...	1,738	1
Anglo-Arabic School Delhi (Lower Dept.)	1	...	5	132	...	...	137	147	124	11	...	6	...	...	...
Total of Lower Dept. District Schools	6	1	201	169	23	..	394	462	300	10	...	17	...	240	0
Total of Primary Schools ...	1,247	2	27,868	24,339	5,605	158	57,972	58,922	49,342	10	...	1,641	...	5,449	15
GRAND TOTAL ...	1,254	3	28,074	24,640	5,628	158	58,503	59,531	49,766	10	...	1,664	...	5,689	15
Add Jail Schools ...	28	2	747	1,929	217	225	3,120	3,479	2,939	25	...	28	...	6,113	0
GRAND TOTAL ...	1,282	5	28,821	26,569	5,845	383	61,623	63,010	52,705	...	...	1,692	...	11,802	15
													Deduct Scholarships	11,802	15
													Amount shewn in Table No. B. 3	...	..

(a) Eight schools containing 238 boys are solely supported by the Raja of Guler and inspected by the Chief Muharrir.

Class for the year 1876-77.

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahajní &c., &c.	Arabic.	Persian.	Sanskrit.
... ..	1,685 1	... ...	... ...	... ...	... ...	*244 9	... ...	1,781 4	1,781 4	...	137	...	...	..	52	...
421 8	... ...	... ...	... ...	433 8	... ...	187 14	... ..	855 0	855 0	...	67	...	..	...	23	...
421 8	1,685 1	.. ...	... ...	433 8	... ...	432 7	... ..	2,686 4	2,686 4	..	204	...	...	...	75	...
7,130 14	... .	... ..	... ...	... ...	... ..	288 3	. .	7,130 14	7,130 14	...	1,264	152	241	..	432	...
9,186 9	118 8	... ...	... ...	... ...	... ...	541 5	... ...	9,762 1	9,762 1	...	1,070	512	0	...	538	...
6,013 2	103 12	... ...	... ...	... ..	... ...	268 5	... ...	6,234 14	6,234 14	...	1,320	240	106	..	209	...
3,083 5	110 11	... .	... ...	... ...	... ...	41 9	... ...	3,410 0	3,410 0	..	184	228	59	...	111	12
6,081 10	291 14	... ...	... ...	154 9	... ...	121 11	... ...	6,769 7	6,769 7	...	859	421	361	...	358	1
3,142 14	... .	... ...	... ...	449 12	... ...	9 7	... ...	3,709 10	3,709 10	...	406	54	24	...	23	...
10,632 0	156 6	... ..	... ...	78 9	... ...	356 14	... ..	11,063 11	11,063 11	...	2,610	77	299	...	978	...
9,142 4	144 13	10 0	... ...	... ...	... ..	1,155 10	... ...	9,571 1	9,571 1	...	2,374	...	...	...	931	...
779 8	... ...	... ...	... ...	... ...	38 10	1 0	... ...	852 5	852 5	...	79	20	5	...	53	...
55,192 2	926 0	10 0	... ...	682 14	38 10	2,784 0	... ...	58,503 15	58,503 15	...	10,166	1,704	1,694	..	3,628	13
... ...	... ...	... ...	... ...	1,649 3	... ...	(*b*)470 13	... ...	2,120 0	2,120 0	...	289	...	47	...	69	...
11,119 6	454 0	... ..	.. ...	145 8	... ...	1,059 11	... ...	11,718 14	11,718 14	...	3,588	...	...	3	1,090	...
14,909 13	200 12	. ...	... ..	112 7	... ...	843 15	... ...	15,287 10	15,287 10	...	3,080	295	...	.	1,647	...
6,983 9	566 0	... ...	227 7	120 0	960 0	12 10	... ...	8,890 13	8,890 13	...	1,593	339	49	.	457	45
11,213 1	... ...	... ...	.. ..	... ...	... ...	700 12	... ..	11,341 6	11,341 6	..	2,859	...	...	...	1,379	...
14,311 8	266 0	... ...	... ...	2,524 12	... ...	1,301 11	... ..	17,505 13	17,505 13	12	3,916	13	36	..	1,257	24
12,011 7	131 10	... ...	188 8	82 14	... ...	360 7	... ..	12,414 7	12,414 7	...	3,316	...	...	...	1,574	...
6,527 12	6 3	... ...	... ...	12 15	... ...	107 12	... ...	6,600 13	6,600 13	...	2,005	...	...	...	662	...
8,325 5	967 6	... ...	.. ...	194 9	... ...	613 14	... ...	9,487 4	9,487 4	...	3,128	...	...	...	1,504	...
5,152 7	49 13	... ...	60 12	... ...	... ...	131 7	... ...	5,263 0	5,263 0	...	1,209	...	...	...	557	...
90,558 11	2,641 12	... ...	476 11	3,193 1	960 0	5,129 3	... ..	98,510 0	98,510 0	12	24,644	647	85	3	10,125	69
... ...	... ...	... ...	.. ...	... ...	... ..	77 2	... ...	240 0	240 0	...	38	...	...	..	15	...
7,756 8	421 1	... ...	... ...	180 6	... ..	401 12	... ..	8,623 5	8,623 5	.	3,465	15	74	...	1,410	...
6,617 11	... ..	... ...	... ...	... ...	... ...	707 5	... ...	7,127 7	7,127 7	...	2,835	...	...	...	1,235	...
6,101 0	... ...	.. ...	... ...	... ...	... ...	402 8	.. ...	6,320 12	6,320 12	...	2,485	..	...	...	1,291	...
3,479 0	... ...	... ...	... ...	144 0	... ...	... .	... ...	3,797 0	3,797 0	...	1,137	...	...	...	506	...
7,176 3	... ...	... ...	... ...	... ...	... ...	... ...	... ...	7,241 3	7,241 3	...	1,428	...	...	...	824	...
3,055 6	... ...	... ...	... ...	242 8	... ...	... ..	... ...	3,409 10	3,409 10	...	883	...	...	...	335	...
672 12	... ...	... ...	... ...	... ..	... ..	... ..	... ...	699 14	699 14	...	131	...	...	..	31	...
34,858 8	421 1	... ...	... ...	566 14	... ...	1,511 9	... ...	37,219 3	37,219 3	..	12,304	15	74	...	5,182	...
4,737 11	... ...	... ...	... ...	... ...	... ..	78 2	... ..	4,919 6	4,919 6	...	1,371	...	...	...	446	...
3,986 1	... ..	... ..	120 ..	... ...	... ..	20 7	... ..	4,331 1	4,331 1	...	1,104	...	46	...	471	...
3,435 10	271 0	... ...	... ...	... ...	... ...	44 1	... ...	3,706 10	3,706 10	...	749	...	143	..	242	...
3,943 1	666 4	... ...	... ...	342 6	... ...	21 0	... ...	5,456 14	5,456 14	...	1,178	...	37	...	543	13
3,558 14	184 6	. ...	... ...	606 0	... ...	... ...	.. ..	4,680 10	4,680 10	...	990	...	152	...	402	...
4,110 11	... ...	... ...	... ...	574 4	... ...	... ...	... ...	4,906 2	4,906 2	...	748	...	...	...	309	...
3,846 0	... ...	.. ..	... ...	144 0	... .	... ...	... ...	4,265 10	4,265 10	...	539	30	25	...	539	3
27,618 0	1,121 10	... ...	120 ...	1,668 10	... ...	163 10	... ..	32,266 5	32,266 5	..	6,677	30	403	..	2,952	16
... ..	1,685 1	... ...	... ...	... ...	... ...	244 9	... ...	1,781 4	1,781 4	...	137	...	...	...	52	...
421 8	... ...	... ...	.. ...	2,082 11	... ..	735 13	... ..	3,215 0	3,215 0	...	394	...	47	..	107	...
2,08,222 5	5,110 7	10 0	596 11	6,111 7	998 10	9,588 6	.. ...	2,26,499 7	2,26,499 7	12	53,851	2,396	1,656	3	21,887	98
2,08,643 13	6,795 8	10 0	596 11	8,194 2	998 10	10,568 12	... ..	2,31,495 11	2,31,495 11	12	54,382	2,396	1,703	3	22,046	98
.. ...	.. ...	... ...	... ...	180 0	... ...	... ...	82 13	6,375 13	6,375 13	65	2,894	138	4	...	50	...
2,08,643 13	6,795 8	10 0	596 11	8,374 2	998 10	10,568 12	82 13	2,37,871 8	2,37,871 8	77	57,276	2,534	1,707	3	22,096	98
739 11	... ...	... ...	... ...	563 0	... ...	... ...	. ..	1,302 11	1,302 11							
2,07,904 2	6,795 8	10 0	596 11	7,811 2	998 10	10,568 12	82 13	2,36,568 13	2,36,568 13							

* Expended 96 8 0
In Deposit 148 6 0
244 9 0

(*b*) Fees expended.

Statement of Government Female Schools

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16		
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*					
DISTRICT.	Number of Schools.	Christians.	Hindus.	Muhamadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.			District Funds.		
Umballa Circle.																			
Delhi	6	.....	69	35	16	.....	120	122	91	9	.....	7	.....	101	0	0	588	5	0
Gurgaon	5	.....	60	50	.....	.....	110	120	88	9	.....	5	.....	4	0	0	468	3	0
Rohtak	2	.....	14	23	.....	.....	37	33	27	12	.....	2	.....	4	0	0	99	8	0
Sirsa	4	.....	43	17	3	.....	63	63	52	9	.....	4	.....	8	0	0	0	9	0
Umballa	2	.....	.....	47	.....	.....	47	35	30	7	.....	2	.....	.....	...	...	123	4	0
Ludhiána	11	.....	70	122	28	.....	220	182	153	7	.....	14	.....	17	8	0	744	14	0
TOTAL ...	30	.....	256	294	47	.....	597	555	441	9	.....	34	.....	134	8	0	2,024	11	0
Lahore Circle.																			
Jullundar	46	.....	1	1,319	.....	.....	1,320	1,409	1,078	11	.....	47	.....	.....	...	...	2,000	6	0
Kángra	3	.....	60	.....	.....	.....	60	56	37	9	.....	3	.....	.....	...	...	260	10	0
Amritsar	7	.....	35	98	27	.....	160	160	133	10	.....	7	.....	.....	...	...	809	15	0
Gurdáspur	3	.....	.....	88	.....	.....	88	86	64	9	.....	5	.....	.....	...	...	154	7	0
Siálkot...	19	.....	76	343	10	.....	429	433	288	8	.....	19	.....	.....	...	...	2,005	6	0
Lahore...	6	.....	20	97	.....	1	118	130	97	8	.....	6	.....	34	2	0	119	4	0
Ferozepore	2	.....	.....	49	.....	.....	49	47	34	8	.....	2	1 anna	.....	...	...	220	8	0
TOTAL ...	86	.....	192	1,994	37	1	2,224	2,321	1,731	9	.....	89	.....	34	2	0	5,570	8	0
Rāwalpindi Circle.																			
Gujrát	1	.....	25	.....	6	.....	31	31	25	11	.....	1	.....	.....	...	...	48	4	0
TOTAL ...	1	.....	25	.....	6	.....	31	31	25	11	.....	1	.....	.....	...	...	48	4	0
Mooltan Circle.																			
Jhang	12	.....	176	157	6	.....	339	329	274	6	.....	14	.....	9	8	0	446	2	0
Montgomery	5	.....	25	31	22	.....	78	90	69	10	.....	5	.....	22	0	0	190	3	0
TOTAL ...	17	.....	201	188	28	.....	417	419	343	8	.....	19	.....	31	8	0	636	5	0
GRAND TOTAL ...	134	.....	674	2,476	118	1	3,269	3,326	2,540	9	.....	143	.....	200	2	0	8,279	12	0
Deduct—Scholarships...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	...	...
Amount shewn in Table B. 3,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	2	0	8,279	12	0

in the Punjab for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from.									*Number of pupils instructed in.*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and Fines.	Funds not included in fore-going headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí.)	Hindí Laudé Mahajani.	Arabic.	Persian.	Sanskrit.
.....	.....	.....	229 0 0	.....	.....	.....	918 5 0	918 5 0	.....	48	72	.....	.....	15	...
126 5 0	.....	.....	181 7 0	.....	.....	.....	779 15 0	779 15 0	.....	50	60	.....	.....	1	...
31 11 0	.....	.....	15 9 0	.....	.....	.....	150 12 0	150 12 0	.....	21	14	5	.....	2	...
.....	.....	.....	457 2 0	.....	.....	.....	465 11 0	465 11 0	.....	17	16	28	.....	2	...
.....	.....	.....	.....	.....	.....	.....	123 4 0	123 4 0	.....	47	.....	.....	.....	.....	...
254 4 0	.....	.....	39 8 0	.....	.....	.....	1,056 2 0	1,056 2 0	.....	220	.....	.....	.....	23	...
412 4 0	.....	.....	922 10 0	.....	.....	.....	3,494 1 0	3,494 1 0	.....	403	162	33	.....	43	...
2,010 6 0	.....	.....	1,292 11 0	.....	.....	.....	5,303 7 0	5,303 7 0	.....	1,320	.....	.....	282	229	...
.....	.....	.....	30 0 0	.....	.....	.....	290 10 0	290 10 0	.....	.....	60	.....	.....	.....	...
148 5 0	.....	.....	104 3 0	.....	.....	.....	1,062 7 0	1,062 7 0	.....	98	44	18	13	3	...
160 0 0	.....	.....	.....	.....	.....	.....	314 7 0	314 7 0	.....	88	.....	.....	.....	.....	...
.....	.....	.....	.....	.....	.....	.....	2,005 6 0	2,005 6 0	.....	338	97	.....	.....	59	...
294 12 0	.....	.....	446 10 0	.....	.....	.....	894 12 0	894 12 0	.....	98	.....	.....	.....	9	20
59 10 0	.....	.....	.....	.....	3 0 0	.....	280 2 0	280 2 0	.....	49	.....	.....	.....	16	...
2,673 1 0	.....	.....	1,873 8 0	.....	3 0 0	.....	10,151 3 0	10,151 3 0	.....	1,991	201	18	295	316	20
.....	.....	.....	.....	.....	.....	.....	48 4 0	48 4 0	.....	.....	31	.....	.....	.....	...
.....	.....	.....	.....	.....	.....	.....	48 4 0	48 4 0	.....	.....	31	.....	.....	.....	...
304 3 0	.....	24 6 0	257 12 0	.....	.....	.....	1,041 15 0	1,041 15 0	.....	157	.....	182	.....	.....	...
89 6 0	.....	.....	.....	.....	.....	.....	301 9 0	301 9 0	.....	48	.....	44	21	.....	...
393 9 0	.....	24 6 0	257 12 0	.....	.....	.....	1,343 8 0	1,343 8 0	.....	205	.....	226	21	.....	...
3,478 14 0	.....	24 6 0	3,053 14 0	.....	3 0 0	.....	15,037 0 0	15,037 0 0	.....	2,599	394	277	316	359	20
.....	.....	.....	39 0 0	.....	.....	.....	39 0 0	39 0 0	.....	.....	.....	.....	.....	.....	...
3,478 14 0	.....	24 6 0	3,014 14 0	.....	3 0 0	.....	14,998 0 0	14,998 0 0	.....	.....	.....	.....	.....	.....	...

Statement of Government Jail Schools

1	District or School.	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16		
		Number of Schools.	Number of pupils on rolls at the close of the year.						Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers		Monthly rate of schooling fee	Provincial Services.			District Funds.		
			Christians.	Hindús.	Muhammadans	Sikhs.	Others.	Total.				Christians.	Others.							
	Umballa Circle.																			
1	Delhi .	1	...	31	23	1	...	55	66	52	22		1	...	180	0	0	...		
2	Karnál ...	1	...	28	14	...	4	46	48	38	20	..	1	.	132	0	0	...	.	
3	Hissar ...	1	. .	21	14	...	2	37	39	35	24		1	. .	120	0	0	...	.	
4	Rohtak ...	1	...	23	12	1	7	43	46	39	24	..	1		189	0	0			
5	Sirsa ...	1	..	18	26	6	...	50	70	62	26	...	1	..	250	12	0	...	...	
6	Umballa ...	1	...	105	94	...	20	219	231	210	27	...	1	...	300	7	0	...		...
7	Do. Rupar ...	1	...	38	55	...	...	93	110	65	26	...	1	...	300	0	0	...	.	..
8	Ludhiána ...	1	..	10	15	...	21	46	61	53	25	..	1	.	186	0	0	..	...	
	Total ...	8	...	274	253	8	54	589	671	554	24	..	8	...	1,658	3	0	...	...	...
	Lahore Circle.																			
1	Jullundur ...	1	...	20	41	15	9	85	92	83	21	...	1	...	180	0	0	...		...
2	Kangrá ...	1	...	25	7	2	...	34	46	35	27	...	1	...	120	0	0	...	..	.
3	Amritsar ...	1	...	50	36	2	...	88	70	58	24	..	1	..	300	0	0	...	..	.
4	Gurdáspur ...	1	...	18	20	...	13	51	51	46	19	.	2	..	180	0	0	..		.
5	Siálkot ...	1	..	3	19	5	...	27	45	45	27	..	1	..	240	0	0		.	.
6	Lahore (Central Jail,	1	1	216	515	107	109	948	1,047	910	28	..	1	..	480	0	0	...	..	..
7	Lahore (Female Jail,	1	...	15	27	...	3	45	47	38	26	...	1	..	120	0	0	...		...
8	Lahore (Thagi Jail ..	1	...	...	...	...	17	17	18	16	12	...	(a)	...	...			...	...	...
9	Gujránwála ...	1	...	11	50	9	10	80	96	74	27	...	1	...	240	0	0	...	...	..
10	Ferozepore ...	1	...	15	41	40	.	96	106	85	28	.	1	...	243	0	0	. .	.	.
	Total ...	10	1	373	756	180	161	1,471	1,618	1,390	24		10	..	2,103	0	0			.
	Rawalpindi Circle.																			
1	Rawalpindí ..	1	1	16	323	12	9	361	417	376	26	...	1	.	300	0	0	..	.	
2	Jhelum ...	1	...	10	43	3	...	56	74	67	25	. .	1	...	180	0	0	...	...	
3	Gujrát ...	1	..	8	32	2	..	42	55	42	27	...	1	...	180	0	0	...		.
4	Sháhpur ...	1	...	2	84	...	1	87	95	70	27	...	1	...	180	0	0	...	...	.
5	Peshawar ...	1	...	1	50	..	...	51	68	45	22	. .	1		244	5	0	..		
	Total ...	5	1	37	532	17	10	597	709	600	25	..	5	.	1,084	5	0	...		
	Mooltan Circle.																			
1	Mooltan ...	1	...	29	177	...	...	206	191	154	28	...	1	...	304	8	0	.		
2	Jhang ...	1	...	3	56	...	...	59	56	42	26	...	1	...	183	0	0	...		.
3	Montgomery ...	1	...	20	30	11	...	61	86	66	33	...	1	...	240	0	0	...	.	.
4	Dera Ismail Khán ...	1	...	8	88	1	...	97	104	89	24	. .	1		300	0	0	..	...	...
5	Dera Gazi Khán ...	1	.	3	37	..	.	40	44	44	27	.	1	...	240	0	0	. .		.
	Total ...	5	...	63	388	12	. .	463	481	395	28	..	5		1,267	8	0		.	
	Grand Total ...	28	2	747	1,929	217	225	3,120	3,479	2,939	25		28	. .	6,113	0	0			

(a,) Moharrir Thagi teaches the boys.

in the Punjab for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Received from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahajní &c., &c.	Arabic.	Persian.	Sanskrit.
							180 0 0	180 0 0		40	15				
							132 0 0	132 0 0		39	7				
							120 0 0	120 0 0		19	18				
							189 0 0	189 0 0		22	5				
						1 0 0	251 12 0	251 12 0		22	28				
							300 7 0	300 7 0		201	18				
							300 0 0	300 0 0		93					
							186 0 0	186 0 0		46					
						1 0 0	1,659 3 0	1,659 3 0		482	91				
							180 0 0	180 0 0		85	5				
							120 0 0	120 0 0		19	15				
							300 0 0	300 0 0		65	19	4			
			180 0 0				360 0 0	360 0 0		51					
							240 0 0	240 0 0		27					
						54 11 0	534 11 0	534 11 0	65	869	8			6	
						15 2 0	135 2 0	135 2 0		45					
						12 0 0	12 0 0	12 0 0		15				2	
							240 0 0	240 0 0		80					
							243 0 0	243 0 0		96					
			180 0 0			81 13 0	2,364 13 0	2,364 13 0	65	1,352	47	4		8	
							300 0 0	300 0 0		361					
							180 0 0	180 0 0		56					
							180 0 0	180 0 0		42					
							180 0 0	180 0 0		87					
							244 5 0	244 5 0		51				1	
							1,084 5 0	1,084 5 0		597				1	
							304 8	304 8 0		206					
							183 0 0	183 0 0		59					
							240 0 0	240 0 0		61				8	
							300 0 0	300 0 0		97				33	
							240 0 0	240 0 0		40					
							1,267 8 0	1,267 8 0		463				41	
			180 0 0			82 13 0	6,375 13 0	6,375 13 0	65	2,894	138	4		50	

Statement of Government Normal

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15			16		
District.	School.		*Number of pupils on rolls at the close of the year*						Average number of pupils on the rolls monthly.	Average daily attendance	Average age.	*Teachers.*		Monthly rate of schooling fee.	Provincial services.			District Funds.		
			Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.				Christians.	Others.							
	No.																			
		Umballa Circle.																		
Delhi ...	1	Normal School ...	.....	45	75	1	.....	121 (a)	125	109	16	.....	7	.....	6,395	4	0	2,721	13	0
		Lahore Circle																		
Lahore ...	1	Normal School ...	.....	43	77	8	.....	128	127	99	22 (b)	1	6	.....	7,233	7	0	6,298	2	0
		Ráwalpindí Circle.																		
Ráwalpindí	1	Normal School ...	.....	15	23	6	.....	44	45	40	23	1	3	.....	6,241	0	0	3,353	8	0
		Total, ...	.....	103	175	15	.....	293	297	248	(b)21	2	16	.....	19,869	11	0	12,373	7	0
		Deduct Scholarships ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,099	7	0	12,373	7	0
		Amount shewn in Table B.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16,770	4	0	.....	.....	.....

(*a.*) Includes 58 boys of the Model School.
(*b.*) The average age of Normal school students is 21 and that of boys in the Model School is 10.
N. B. The collections on account of fees entered in column 22 are not included in the total of receipts in column 24

Schools for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Received from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Fund	Native states.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total Expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahájní &c.	Arabic.	Persian.	Sanskrit.
.....	.....	.....	.....	.....	74 7 0	.....	9,117 1 0	9,117 1 0	.....	121	3	.....	9	95	...
.....	.....	.....	228 15 0	.....	.....	.....	13,760 8 0	13,760 8 0	(c.) 58	128	.....	.....	6	128	...
.....	.....	.....	.....	.....	.....	.....	9,594 8 0	9,594 8 0	(c) 40	44	.....	.....	33	44	...
.....	.....	.....	228 15 0	.....	74 7 0	.....	32,472 1 0	32,472 1 0	98	293	3	.....	48	267	...
.....	.....	.....	228 15 0	.....	.....	.....	15,701 13 0	15,701 13 0	.....	.....	.....	.....	.....	.....	...
.....	.....	.....	.....	.....	74 7 0	.....	16,770 4 0	16,770 4 0	.....	.....	.....	.....	.....	.....	...

(c) Roman characters.

as the fees are not expended directly.

Statement of Grant-in-aid European and East Indian

1	2		3	4	5	6	7	8	9	10	11	12	13	14		15	16
			No. of pupils on rolls at the close of the year.								*Teachers.*						
District.		School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.	General Local Funds.
		Umballa Circle.															
Simla	1	Bishop Cotton School (H. Class)	100	...	...	...	...	100	120	117	5	...	6-8 to 10 Rs.	*6,525	0	...	...
,,	2	Auckland House Girls' School (M. ,,)	41	..	...	...	...	41	43	43	4	...	Rs. 10	3,600	0	...	...
,,	3	Roman Catholic Female Orphange (,, ,,)	152	...	...	...	...	152	151	141	12	...	1 to 7-8 Rs.	3,731	0	...	..
,,	4	Mayo Industrial School for boys & girls (L. ,,)	35	...	..	.	...	35	37	37	1	...	6-10-8 to 10 Rs.	1,053	6	...	...
Delhi	5	European Girls' School (,, ,,)	34	..	...	...	...	34	28	21	2	1	1 to 4 Rs.	360	0	...	...
,,	6	European Training Do. (Normal)	4	...	...	...	...	4	4	4	2	1	Rs. 15	360	0	..	...
		Total ...	366	...	...	...	...	366	383	363	26	2	...	15,629	6	...	..
		Lahore Circle.															
Lahore	1	High School (M. Class)	42	...	...	...	...	42	41	37	2	1	6-8 to 10 Rs.	3,317	4	...	...
,,	2	Anarkalli Girls' School (L. ,,)	21	...	...	...	...	21	27	24	2	...	2-8 to 5 Rs.	1,042	0	...	...
,,	3	Nowlucka & Donald Town Girls' School (,, ,,)	39	...	...	...	...	39	23	20	2	...	1 to 3 Rs.	1,080	0	...	...
,,	4	St. James' Orphanage for boys and girls (,, ,,)	68	...	...	...	...	68	57	38	3	1	8 pies to 1 Re.	1,150	0	...	...
Gujránwála	5	Girls' School (,, ,,)	17	...	...	...	...	17	17	16	2	2	...	480	0	...	...
		Total ...	187	...	...	...	...	187	165	135	11	4	...	7,069	4	...	...
		Rawalpindi Circle.															
R. Pindi	1	Sir Henry Lawrence Memorial Asylum, Murree for boys and girls Middle Class ...	139	...	...	...	...	139	144	144	6	1	3 to 18 Rs.	19,800	0	...	...
		Grand Total ...	692	...	...	...	...	692	692	642	43	7	...	42,498	10	...	...

* Includes Rs. 1,125 special grant made by Government on account of salary of the Officiating Head-master.

Schools in the Punjab for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Received from								*Number of pupils instructed in*							
Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahajni &c., &c.	Arabic.	Persian.	Sanskrit.	REMARKS.
				14,235 0		20,760 0	23,138 4	100	45						
				7,904 0	57 14	11,561 14	11,561 14	41	(a) 11						(a) French.
	917 8			2,026 0	1,877 0	8,551 8	10,381 0	152							28 girls and 7 boys.
	6,035 7			614 0		7,702 13	4,394 5	35							
	45 0			67 14	477 12	950 10	1,028 13	31							
				70 0	634 13	1,064 13	1,238 9	4	4	4					
	6,997 15			24,916 14	3,047 7	50,591 10	51,742 13	363	60	4					
	360 0			2,957 4		6,634 8	7,216 0	42	42						34 boys and 34 girls.
				1,188 8		2,230 8	2,070 8	21							
	220 0			345 5	749 15	2,395 4	2,233 5	39							
	2,368 9			244 0	4 0	3,766 9	3,340 12	68	50						
	269 0	240 0				989 0	989 0	17					4		
	3,217 9	240		4,735 1	753 15	16,015 13	15,849 9	187	92				4		
6,524 8	3,354 14			3,920 10	6,000 0	39,600 0	34,220 11	139	75						
6,524 8	13,570 6	240 0		33,572 9	9,801 6	1,06,207 7	1,01,813 1	689	227	4			4		

Statement of the Endowment and Building Funds of the Schools for European and Eurasian

October 1860 for the year

1		2		
NAME OF INSTITUTION.		Balance on 1st April 1877		
Bishop Cotton School Simla	Endowment Fund	1,02,341	7	2
	Building Fund	(b) 31,855	0	0
Lahore High School	Endowment Fund	27,697	3	9
	Building Fund	.....	...	...
Mayo Industrial School Simla	Endowment Fund	.....	..	...
	Building Fund	14,135	10	0
Auckland house School Simla, (late Punjab Girls School) ...	Endowment Fund	.....	...	...
	Building Fund	(a) 30,713	2	4
Sir Henry Lawrence Memorial Asylum Murree	Endowment Fund	1,51,000	0	0
	Building Fund	.....	...	...

(a.) To Debit on 1st January 1876 as the accounts are kept by the calendar year.
(b.) To Debit.

Children to which grants-in-aid are given by Government under Lord Canning's Minute of 1876-77.

3	4	5	6	7	8	9
Income during 1876-77.						
From Government.	From Interest.	From private sources.	Total of columns 2, 3, 4 and 5.	Expenditure during 1876-77	Balance on 1st April 1877 *i. e.*, difference between column 6 and 7.	Remarks.
.....	5,379 7 0	.....	1,07,720 14 2	9,611 7 10	98,109 6 4	
(c) 9,100 0 0	.....	.....	22,755 0 0	6,700 0 0	29,445 0 0	
.....	1,304 6 2	.....	2,9001 9 11	1,233 9 4	27,768 0 7	
.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	
.....	.....	.....	14.135 10 0	.....	14,135 10 0	
.....	.....	.....	.....	.....	.....	
.....	.....	.....	30,713 2 4	3,151 13 8	33,865 0 0	
.....	.....	.....	1,51,000 0 0	.....	1,51,000 0 0	
.....	.....	.....	.....	.....	.....	

(c.) This grant was paid in 1875-76 but as information of the Act. was not received that year, the amount has been shewn in this year's account in this return.

Statement of grant-in-aid Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14
District.	Schools.	Number of pupils on rolls at the close of the year.						Average number of pupils on the rolls monthly.	Average daily attendance.	Teachers.		Monthly rate of schooling fee.	Provincial Services.
		Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total			Christians.	Others		
	Amballa Circle.												
Delhi ... 1	S. P. G. Mission School (St. Stephen's College.	10	176	17		.	203	168	126	3	6	Re. 1 to 8 as.	3,600 0
Ludiána ... 2	American Presbyterian Mission School.	9	128	79	2	..	218	173	139	5	7	Re. 3 to 1 as.	3,000 0
	Total ...	19	304	96	2	. .	421	341	265	8	13	. . ..	6,600 0
	Lahore Circle.												
Jullundur ... 1	American Presbyterian Mission School.	4	154	53	9	. .	222	238	143	4	9	2 as. to Re. 1-8	2,832 0
Amritsar ... 2	Church Mission School ...	14	113	37	50	....	214	201	136	3	9	3 as. to 8 as.	3,360 0
Siálkot . 3	Scotch Mission School .	2	115	125	42	1	285	286	215	4	7	2 pies to 2 as	2,040 0
Lahore . 4	American Presbyterian Mission School	12	262	74	24	.. .	372	358	266	6	12	2 as. to 8 as.	5,220 0
	Total ..	32	644	291	125	1	1,093	1,083	765	17	37	... .	13,152 0
	Ráwalpindi Circle.												
Ráwalpindi . 1	American Presbyterian Mission School ...	4	133	96	60	2	295	278	222	4	8	1 as. to Re. 1	3,120 0
Pesháwar ... 2	Church Mission School ...	7	150	73	30	.	260	272	217	5	8	2 as. to Re. 1	3,120 0
	Total ...	11	283	169	90	2	555	550	439	9	16	. ....	6,240 0
	Grand Total	62	1,231	556	217	3	2,069	1,974	1,469	34	66	. .....	26,292 0
Simla ... 1	Bishop Cotton School Simla ...	100	.....	.....	.....	.....	100	120	117	5	.....	Rs. 6-8 to Rs. 10	6,525 0
	Total ...	162	1,231	556	217	3	2,169	2,094	1,586	39	66	.....	32,817 0

Higher Class for the year 1876-77.

15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from										*Number of pupils instructed in*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and Fines.	Funds not included in foregoing headings.	Total.	Total Expenditure.	English.	Urdú.	Hindi (Nágri.)	Hindi (Landi Mahájni &c.)	Arabic.	Persian.	Sanskrit.
						902 3	5,512 11	10,014 14	9,354 7	203	161				203	
				550 0		708 13	2,788 14	7,047 11	7,047 11	218					218	
				550 0		1,611 0	8,301 9	17,062 9	16,402 2	421	161				421	
				270 0		656 9	2,711 7	6,470 0	6,229 9	222	153				132	
				240 0		616 10	3,812 10	8,029 4	7,889 3	214	204	10		2	178	10
				228 0		287 5	2,299 9	4,854 14	4,854 14	115	285			1	186	
						1,194 3	4,291 3	10,705 6	10,705 6	372	342				342	30
				738 0		2,754 11	13,114 13	30,059 8	29,679 0	923	984	10		3	838	40
						686 7	2,744 2	6,550 9	6,550 9	136	257				273	
				600 0		581 1	5,083 14	9,384 15	9,384 15	207	255				169	
				600 0		1,267 8	7,828 0	15,935 8	15,935 8	343	512				442	
				1,888 0		5,663 3	29,244 6	63,057 9	62,016 10	1,687	1,657	10		3	1,701	40
						14,235 0		20,760 0	23,138 4	100	45					
				1,888 0		19,868 3	29,244 6	83,817 9	85,154 14	1,787	1,702	10		3	1,701	40

Statement of Grant-in-aid Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13
			Number of pupils on rolls at the close of the year.								*Teachers.*		
District.		Name of Institution.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.
		Umballa Circle.											
Delhi ...	1	Anglo Sanskrit School ...	1	66	5	...	...	72	70	53	...	6	2 as. to 1 Re.
Gurgaon ...	2	Vernacular School Sohna ...	...	72	43	...	...	115	112	91	...	4	1 to 4 annas
Rohtak ...	3	Anglo Vernacular School Jhajjar ...	...	140	34	1	...	175	167	136	...	5	annas 12
Umballa ...	4	American Presbyterian Mission School City ...	5	145	46	11	...	207	176	131	1	9	1 an. to 1 Re.
,, ...	5	Ditto ditto Cantt. ...	9	127	41	3	...	180	181	132	1	8	Ditto
Simla ..	6	Anglo Vernacular School Kasauli ...	...	29	11	...	1	41	45	35	...	4	1 to 4 annas
,, ...	7	American Presbyterian Mission School Sabatho...	...	42	10	..	...	52	50	41	2	2	1 to 1½ annas
		Total. ...	15	621	190	15	1	842	801	619	4	38	...
		Lahore Circle.											
Jullundur...	1	American Presbyterian Mission School Cantt. ..	1	50	19	5	5	80	76	55	1	5	2 as. to 1 Re.
Kángra ...	2	Church Mission School ...	2	77	20	...	1	100	101	87	1	5	6 pies to 3 as.
,, ...	3	Church Mission School Dharmsála ...	4	42	4	...	...	50	53	40	1	1	Ditto
Amritsar ...	4	Branch to District School ...	...	60	46	28	...	143	130	104	...	7	4 as. to 1 Re.
,, ...	5	Church Mission School Jandiála ...	...	77	34	13	...	124	114	78	1	5	1 to 2 annas
,, ...	6	Ditto. Majitha ...	1	48	18	20	...	87	111	67	1	4	1 to 8 annas
Gurdáspur..	7	Regimental School 4th Gorkhas, Baklow ...	...	53	6	...	...	59	56	34	...	4	1½ as. to 1 Re.
Siálkot ...	8	Scotch Mission School Cantt. ..	1	45	28	5	1	80	90	72	1	5	1 to 8 annas
,, ...	9	Church Mission School Narowal ...	2	36	16	12	...	66	76	58	2	4	1 to 2 annas
Lahore ...	10	Branch to District School ...	...	68	65	10	1	144	152	115	...	4	6 as. to 2½ Rs.
,, ...	11	American Presbyterian Mission Adult's School ...	...	20	41	5	...	66	59	44	1	5	3 annas
,, ...	12	Anglo Vernacular School Mián Mir ...	...	30	29	...	...	59	61	42	...	5	1 to 4 annas
Gujránwála	13	Branch to District School (*a*) ...	...	40	21	15	...	76	72	56	...	2	2 as. to 1 Re.
,, ...	14	American Mission School ...	...	229	98	46	62	435	446	346	3	14	6 pies to 1 Re.
,, ...	15	Scotch Mission School Wazírabád ..	4	99	127	14	...	244	232	174	2	7	1 as. to 1 Re.
Ferozepur...	16	Anglo-Vernacular School in the Cantt. ...	...	147	35	2	4	188	190	148	...	8	Ditto
		Total ...	15	1,130	607	175	74	2,001	2,028	1,520	14	85	...
		Rawalpindi Circle											
Ráwalpindi	1	American Presbyterian Mission School (Branch)	5	60	18	11	...	94	90	66	1	4	1 an. to 1 Re.
Jhelum ...	2	The 32nd Pioneer's Regimental School ...	...	3	...	68	...	71	83	70	1	2	1 to 8 annas
Gujrát ...	3	Scotch Mission School ...	1	86	148	...	...	235	233	178	1	6	1 an. to 1 Re.
Peshawar ...	4	Vernacular School City ...	...	114	81	17	...	212	231	183	...	9	6 pies to 8 as.
,, ..	5	Church Mission School Cantonment ...	...	40	30	14	6	90	101	76	...	5	2 as. to 1 Re.
		Total ...	6	303	277	110	6	702	738	573	3	26	...
		Mooltan Circle.											
Mooltan ...	1	Church Mission School ...	2	130	63	1	...	196	203	163	3	7	1 to 8 annas
,, ...	2	Anglo-Vernacular School Cantonment ..	...	62	36	2	...	100	98	75	...	4	1 an. to 1 Re.
,, ..	3	Church Mission School, Shujábád ...	...	126	14	3	...	143	139	107	1	5	6 pies to 4 as.
D. I. Khan...	4	Church Mission School ...	5	225	177	10	1	418	375	301	3	11	6 pies to 1 Re.
Bannu ...	5	Church Mission School ...	...	25	35	2	1	63	64	52	1	3	Ditto
		Total ...	7	568	325	18	2	920	879	698	8	30	...
	33	Grand Total ...	43	2,622	1,399	318	83	4,465	4,446	3,410	29	179	...
Lahore ...	1	Lahore High School ...	42	...	...	...	...	42	41	37	2	1	Rs. 6½ to Rs. 10
Ráwalpindi	1	Sir Henry Lawrence Memorial Asylum Murree...	139	...	...	..	...	139	144	144	6	1	3 to 18 Rs.
	35	Total Middle Schools ...	224	2,622	1,399	318	83	4,646	4,631	3,591	37	181	...
		Note.—*For posting figures in Table B 3.*											
		1 Sir Henry Lawrence Memorial Asylum, Murree for boys and girls ...	...	...	...	...	...	...	...	...	...	...	...
		31 Anglo-Vernacular Schools ...	...	...	...	...	...	...	...	...	...	...	...
		2 Vernacular Schools *viz.* Sohna and Peshawar ...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...

(*a*.) Made an aided school from 1st January 1877. The statistics of only two months are entered in this return.

Class for the year 1876-77.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from											*Number of pupils instructed in*						
Provincial Services.	District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds	Native States	Fees and fines.	Funds not included in foregoing heads.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí.)	Hindí (Landé Mahajni &c., &c.)	Arabic.	Persian.	Sanskrit.
1,329 5	...	...	...	1,093 0	...	...	236 4	...	2,658 9	2,658 14	72	72	14	...	...	56	27
... ...	616 12	...	...	...	419 6	...	64 12	...	1,100 14	1,036 2	...	101	28	...	...	57	...
600 0	103 5	...	...	55 5	566 10	...	206 11	10 10	1,542 9	1,473 4	69	152	34	4	...	106	...
1,920 0	...	...	408 0	...	...	...	290 11	1,405 0	4,023 11	4,023 11	155	96	46	46	3	95	8
960 0	...	...	...	...	...	...	278 3	948 2	2,186 5	2,186 5	180	180	...	...	...	123	...
300 0	...	...	...	268 10	...	...	24 7	45 0	638 1	638 1	16	41	...	...	...	26	...
360 0	...	...	...	...	...	...	38 2	588 8	986 10	1,003 11	52	52	...	...	...	20	...
5,469 5	720 1	...	408 0	1,416 15	986 0	...	1,139 2	2,997 4	13,136 11	13,020 0	544	694	122	50	3	483	35
840 0	...	...	...	...	...	...	262 10	738 5	1,840 15	1,793 7	78	80	...	...	...	59	...
936 11	...	...	...	...	...	...	100 0	836 11	1,873 6	1,873 7	58	84	16	...	...	38	...
180 0	...	...	...	...	...	...	40 3	345 1	565 4	565 4	32	44	...	...	...	20	...
872 4	...	...	...	...	153 6	...	744 12	...	1,770 6	1,770 6	143	143	...	...	...	143	...
480 0	...	...	...	...	...	...	83 13	686 11	1,250 8	1,250 8	19	98	20	43	...	24	7
720 0	...	...	360 0	...	...	...	77 9	407 0	1,564 9	1,564 9	22	81	...	28	...	22	...
324 0	...	...	...	240 0	...	...	95 5	480 0	1,139 5	1,272 15	41	52	59	...	...	12	...
600 0	...	...	...	...	...	...	117 0	715 4	1,432 4	1,432 4	40	44	...	...	...	50	...
600 0	...	...	...	...	...	...	40 7	986 11	1,627 2	1,627 2	26	46	...	20	...	34	...
307 1	...	...	...	...	...	...	731 11	...	1,038 12	1,038 12	144	144	...	...	63	144	65
360 0	...	...	...	235 0	...	...	125 0	...	720 0	720 0	66	...	...	...	...	...	...
625 7	...	...	...	585 6	...	...	60 2	...	1,270 15	1,250 15	25	29	...	...	...	30	...
50 3	...	...	...	...	50 4	...	38 14	...	139 5	139 5	76	76	...	...	...	76	...
1,680 0	...	...	...	...	...	...	242 5	4,304 9	6,226 14	4,546 14	94	345	...	95	...	95	...
960 0	...	...	...	...	15 0	...	289 14	915 4	2,180 2	2,180 2	59	244	...	7	...	102	...
540 0	...	...	...	397 0	...	...	355 4	7 8	1,299 12	1,245 8	61	146	42	...	...	84	...
10,075 10	...	...	360 0	1,457 6	218 10	...	3,404 13	10,423 0	25,939 7	24,271 6	1,084	1,656	137	193	63	933	72
480 0	...	...	...	...	...	...	194 13	1,018 8	1,693 5	1,213 5	94	94	...	...	...	28	...
240 0	...	...	...	...	...	...	50 0	588 0	878 0	878 0	33	46	...	*25	...	33	...
600 0	...	...	...	150 0	120 0	...	256 10	879 5	2,005 15	2,005 15	112	235	...	...	...	182	...
800 11	...	...	...	...	800 11	...	63 2	...	1,664 8	1,601 6	...	168	26	29	...	78	...
720 0	...	...	...	1,302 14	...	...	190 9	6 0	2,219 7	2,220 6	55	90	...	...	...	55	...
2,840 11	...	...	...	1,452 14	920 11	...	755 2	2,491 13	8,461 3	7,919 0	294	633	26	54	...	376	...
1,200 0	...	...	...	2,250 15	420 0	...	385 4	...	4,256 3	4,356 3	112	196	...	...	...	148	...
629 6	...	...	...	451 12	...	...	177 10	...	1,258 12	1,335 3	34	50	...	...	...	53	...
420 0	...	...	...	554 9	300 0	...	63 3	...	1,337 12	1,337 12	40	82	...	56	...	43	...
2,648 0	...	...	...	...	...	...	303 10	2,349 3	5,300 13	5,300 12	95	353	...	76	...	209	...
1,020 0	...	...	...	...	295 0	...	99 4	871 4	2,285 8	2,285 8	18	63	...	...	...	44	...
5,917 6	...	...	...	3,257 4	1,015 0	...	1,028 15	3,220 7	14,439 0	14,615 6	299	744	...	132	...	497	...
24,303 0	720 1	...	768 ...	7,584 7	3,140 5	...	6,328 0	19,132 8	61,976 5	59,825 12	2,221	3,727	285	429	66	2,289	107
3,317 4	...	...	...	360 0	...	...	2,957 4	...	6,634 8	7,216 0	42	42	...	...	...	...	...
19,800 0	...	...	6,524 8	3,354 14	...	...	3,920 10	6,000 0	39,600 0	34,220 11	139	75	...	...	...	...	...
47,420 4	720 1	...	7,292 8	11,299 5	3,140 5	...	13,205 14	25,132 8	1,08,210 13	1,01,262 7	2,402	3,844	285	429	66	2,289	107
19,800 0	...	...	6,524 8	3,354 14	...	...	3,920 10	6,000 0	39,600 0	34,220 11	...	...	...	...	...	...	...
26,819 9	103 5	...	768 0	7,944 7	1,920 4	...	9,157 6	19,132 8	65,845 7	64,404 4	...	...	...	...	...	...	...
800 11	616 12	...	...	...	1,220 1	...	127 14	...	2,765 6	2,637 8	...	...	...	...	...	...	...
47,420 4	720 1	...	7,292 8	11,299 5	3,140 5	...	13,205 14	25,132 8	1,08,210 13	1,01,262 7	...	...	...	...	...	...	...

* Gurmukhi.

Statement of Grant-in-aid Schools of the

1	2		3	4	5	6	7	8	9	10	11	12	13
District.		Name of Institution.	*Number of pupils on rolls at the close of the year*						Average number of pupils on the rolls monthly	Average daily attendance.	*Teachers.*		Monthly rate of schooling fee.
			Christians.	Hindus.	Muhammadans	Sikhs.	Others.	Total.			Christians	Others.	
		Umballa Circle.											
Delhi	8	S P G Mission Branch Schools	17	509	123	..	.	649	685	506	2	28	As 2 to Re 1
,,	7	Vernacular Schools (Branches to Dist Schools)		373	153			526	586	479		22	As 2 to Re. 1
,, ...	35	Baptist Mission Schools for low caste boys	27	39	26		595	687	623	475	36	7	
Gurgaon	6	Branches to Rewari District School		256	61	1		318	342	284		14	An 1 to Re. 1
,,	1	Vernacular School at Shahjahanpur		52	2	1		55	57	45	.	1	An 1
Karnal	3	Branches to District School		167	52	1		220	230	193		8	1 to 2 annas
Hissar	3	Branches to District School Bhiwani	1	226	9		.	236	252	177		7	1 to 4 annas
Rohtak	3	Branches to District School	1	142	66			209	212	155		7	1 to 8 annas
Umballa	5	American Presbyterian Miss branch Schls city	.	86	84	10	23	203	195	146	1	11	6 pies to 1 an
,,	1	Do Do Cantt		83	35			118	136	106	1	4	Ditto
,, ...	5	Branches to District School Jagádhri		361	16	2	.	379	406	298		13	1 to 4 annas
,,	3	Do Do Rupar		148	60	18		226	263	162		8	An 1 to 1 Re
Ludhiána	3	American Presbyterian Miss Branch Schls	5	82	71	2		160	282	214	1	10	6 pies to 8 as.
Simla .	1	Lower Department District School		45	14			59	78	60		2	An. 1 to Re. 1½
,,	5	Church Mission Schools Kotgarh	6	83	1			90	116	85	2	5	.
	80	Total	57	2,652	773	35	618	4,135	4,457	3,385	43	147	.
		Lahore Circle.											
Jullundur	2	American Presbyterian Miss Branch Schools		85	90	2		177	181	111	1	10	6 pies to 3 as.
,,	1	Khalifa Ibrahim's Schools*		15	63	..	...	78	99	56		3	
,, ...	4	Branches to District School Rahon (*a*)		81	39	3	...	123	212	168		6	1 to 5 annas
Hoshiarpur	5	Branches to District School	1	141	89		3	234	252	203	.	11	2 to 4 annas
Kangra	1	Church Mission Branch School	.	28	7		2	37	35	28	1	1	6 pies to 1 an
,,	4	Branches to District School Nurpur (*b*) ..		198	41	3		242	229	165		10	3 pies to 6 as
,,	4	Primary Schools British Lahaul* (*c*) ..		1	...		14	15	52	32		1	.
,,	1	School at Kailang* .		3	..		40	43	48	35	2		.
,, ...	1	Anglo-Vernacular School Kamyára ..	...	20	2		2	24	29	25		1	
Amritsar	6	Church Mission Branch Schools ...		435	17	80		532	592	430	2	14	1 to 3 annas
,, .	1	Muhammadan School ...		17	77			94	99	76		3	1 an to 1 Re
,, ...	7	Branches to District School		478	211	138	12	839	885	752		34	Ditto
,, ...	1	Abdul 'Ah Qari's School ...		2	70			72	71	51		3	1 an to 1 Re,
Gurdarpur	4	Branches to District School Batála ..		390	101	17		508	590	430		18	1 anna to 8 as.
,,		Lower District School Gurdáspur		38	34	4		76	91	74		4	2 as to 8 as
Lahore .	22	American Presbyterian Miss Branch Schools	3	638	226	38		905	922	778	4	51	1 anna to 6 pies
,, .	5	Lower Department Dist School & Branches		225	245	29	..	499	619	480		17	1 anna to 1 Re
,,		Agri-Horticultural Society's School*			15	...	.	15	15	15		1	...
Gujránwála	4	Branches to District School .		140	60	37		237	378	294		11	1 to 4 annas
	75	Total	4	2,935	1,387	351	78	4,750	5,399	4,203	10	199	...
		Rawalpindi Circle											
Rawalpindí	2	American Presbyterian Miss. Branch Schools	.	109	71	29	..	209	208	166	2	3	1 to 8 annas
Jhelum ...	1	Lower Department District School .	2	33	52	12		99	117	96		4	2 to 8 annas
Gujrat ..	2	Branches to District School ...	.	132	49	11	...	192	216	180		7	1 to 6 annas
Shahpu ...	3	Lower Dept Dist School Bhera & Branch ..		207	79	6	...	292	278	222	.	11	Ditto
,,	.	Anglo-Vernacular School (Civil Station) ...						Made	Government		school		hence shewn in
Peshawar ...	1	Church Mission Branch School ..	...	27	50	6		85	83	62		4	6 pies to 1 an
,, ..	1	Regtl School Corps of Guides, Mardán	.	3	35	6	13	57	71	59		1	2 as to 1 Re
Kohat	1	Branch to District School ..	.	54	52	24	.	130	143	126		5	1 an. to 1 Re.
	11	Total .	2	567	388	94	13	1,064	1,116	911	2	35	...
		Mooltan Circle.											
Mooltan ...	5	Branches to District School		249	113	7	...	369	387	361	.	16	1 an to 1 Re.
Jhang ...	2	Do. Do. ...		110	23	3	.	136	161	129	.	6	1 an to 4 as.
D G. Khan	5	Branches to District School ..		206	87	5	..	298	361	291		12	1 to 8 as.
Bannu ...	1	Church Mission Branch Schools		29	21	3	3	56	65	56		1	6 pies.
	13	Total ..		594	244	18	3	859	973	837	.	35	..
		Grand Total	63	6,748	2,792	498	707	10,808	11,945	9,336	55	416	
Lahore ...	1	Saint James' Orphanage ...	68		.	...	...	68	57	38	3	1	8 as to 1 Re.
	189	Total Lower Schools ...	131	6,748	2,792	498	707	10,876	12,002	9,374	58	417	..

* These schools are in receipt of grants-in-aid under Act XIV.
(*a*) Two Branches closed from 1st November 1876.
(*b*) Two Branches closed from 1st December 1876.
(*c*) Three schools closed temporarily while the small-pox is raging.

Lower Class in the Punjab for the year 1876-77.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from											*Number of pupils instructed in*						
Provincial Services.	District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí).	Hindi (Landé Mahajni &c., &c.	Arabic.	Persian.	Sanskrit.	REMARKS.
1,380 0	...	...	...	...	300 0	...	1,308 3	1,516 13	4,505 0	4,505 0	159	605	44	...	...	154	...	
1,452 0	...	...	...	...	2,722 0	...	796 9	...	4,970 9	4,970 9	...	526	20	...	...	154	...	
600 0	...	...	...	2,686 8	550 0	...	...	...	3,836 8	3,236 8	27	120	580	...	...	26	...	
780 0	...	...	...	...	600 0	...	519 5	...	1,899 5	1,899 5	...	277	...	33	...	111	...	
... ...	119 0	...	...	...	119 0	...	22 11	...	266 11	238 ...	...	37	18	...	...	9	...	
608 8	...	...	...	...	480 0	...	238 7	...	1,326 15	1,326 15	...	109	36	59	...	30	...	
480 0	...	...	...	...	380 0	...	271 2	...	1,131 2	1,131 2	...	124	...	170	...	28	...	
582 6	...	...	...	...	344 8	...	280 7	...	1,287 13	1,287 13	...	209	...	40	...	40	...	
360 0	...	...	...	...	...	...	118 5	459 12	938 1	938 1	138	171	...	42	...	27	...	
240 0	...	...	...	...	...	...	70 1	285 6	595 7	595 7	...	59	59	59	...	14	...	
934 8	...	...	...	...	420 0	...	396 1	...	1,750 9	1,750 9	...	166	...	238	...	56	...	
348 0	180 0	...	...	180 0	300 0	...	208 10	...	1,216 10	1,216 10	...	180	...	72	...	41	...	
300 0	...	...	...	...	...	...	305 4	491 10	1,096 14	1,096 14	107	160	...	...	...	...	...	
168 15	...	...	...	...	96 0	...	162 13	...	427 12	427 12	...	59	...	...	...	25	...	
360 0	...	...	...	...	...	...	...	1,691 ...	2,051 0	1,971 0	13	27	90	...	...	...	...	
8,594 5	299 0	...	...	2,947 0	6,311 8	...	4,697 14	4,444 9	27,294 4	26,591 9	444	2,829	847	713	...	715	...	
300 0	...	...	...	...	...	...	181 5	281 8	762 13	762 13	150	73	...	...	...	100	...	Bhoti Dialects.
180 0	22 8	...	...	...	22 8	...	24 4	...	249 4	249 4	...	78	...	...	...	30	...	
574 4	...	...	...	...	360 0	...	277 8	...	1,211 12	1,211 12	...	123	...	...	...	69	...	
828 6	...	...	...	...	776 9	...	391 15	...	1,996 14	1,996 14	...	234	...	...	...	67	...	
120 0	...	...	...	...	...	...	9 9	137 11	267 4	267 4	...	18	19	...	...	3	...	
777 11	...	...	...	...	696 12	...	100 10	...	1,575 1	1,575 1	...	163	59	30	...	42	...	
... ...	290 0	...	60 0	...	...	...	...	...	350 0	350 0	...	...	15	...	...	...	...	
... ...	384 0	...	120 0	...	...	...	...	...	504 0	504 0	...	22	21	...	...	...	...	
... ...	183 5	...	...	180 0	...	...	...	...	363 5	363 5	11	24	...	...	...	17	...	" Gardening.
1,440 0	...	...	...	...	...	...	429 4	1,451 3	3,320 7	3,460 7	87	225	...	478	...	39	...	
287 3	...	...	...	253 6	...	...	133 13	...	674 6	609 8	...	51	...	...	8	35	...	
3,287 15	...	...	...	...	2,194 14	...	2,004 7	...	7,487 4	7,487 4	...	616	...	181	...	174	...	
220 0	...	...	...	460 0	...	...	59 2	...	739 2	951 0	...	40	...	...	17	26	...	
1,062 0	...	...	...	...	835 0	...	702 3	...	2,599 3	2,599 3	...	465	10	237	...	104	...	
349 5	...	...	...	...	300 0	...	187 15	...	837 4	837 4	...	76	...	...	...	33	...	
2,100 0	...	...	...	1,289 4	...	...	1,036 14	...	4,426 2	4,426 2	650	641	...	389	...	264	...	
1,495 0	...	...	...	...	600 0	...	1,361 1	...	3,456 1	3,456 1	...	499	...	...	...	175	...	
120 0	...	...	...	...	...	...	...	120 0	240 0	240 0	15	15	15	...	...	...	...	
877 4	...	...	...	...	781 5	...	348 9	...	2,007 2	2,007 2	...	185	1	51	...	70	...	
14,019 0	879 13	...	...	180 0	2,182 10	6,567 0	...	7,248 7	1,990 6	33,067 4	33,354 4	913	3,548	140	1,366	25	1,248	...	
240 0	...	...	...	...	...	...	162 0	516 8	918 8	678 8	72	209	...	...	...	97	...	
274 8	...	...	...	...	274 8	...	247 10	...	796 10	796 10	...	99	...	...	...	68	...	
... ...	25 6	...	...	...	574 15	...	346 2	...	946 7	946 7	...	188	...	96	...	66	...	
445 12	...	...	...	...	674 9	...	268 14	...	1,389 3	1,389 3	...	292	...	...	...	77	...	
the return of Govt. school.																		
420 0	...	...	...	545 2	...	...	39 1	...	1,004 3	1,004 3	...	85	...	...	...	40	...	
186 15	...	...	...	...	...	...	218 14	...	405 13	369 0	...	38	...	...	...	19	...	
260 11	...	...	...	84 0	319 14	...	95 7	...	760 0	760 0	...	84	...	46	...	30	...	
1,827 14	25 6	...	...	629 2	1,843 14	...	1,378 0	516 8	6,220 12	5,943 15	72	995	...	142	...	397	...	
957 11	...	...	...	...	1,713 11	...	368 13	...	3,040 3	3,040 3	...	369	...	...	...	103	...	
420 0	...	...	...	...	420 0	...	88 12	...	928 12	928 12	...	118	26	37	...	33	11	
... ...	720 0	...	...	...	720 0	...	372 11	...	1,812 11	1,812 11	...	255	...	43	...	73		
180 0	...	...	...	...	...	...	23 10	184 14	388 8	388 8	...	56	...	...	...	...	...	
1,557 11	720 6	...	...	...	...	2,853 11	853 14	184 14	6,170 2	6,170 2	...	798	26	80	...	209	11	
25,998 14	1,924 3	...	...	180 0	5,758 12	17,576 1	...	14,178 3	7,136 5	72,752 6	72,059 14	1,429	8,170	1,013	2,301	25	2,569	11	*
1,150 ...	...	...	...	...	2,368 9	..	...	244 0	4 0	3,766 9	3,346 12	68	50	...	...	...	...	...	
27,148 14	1,924 3	...	...	180 0	8,127 5	17,576 1	...	14,422 3	7,140 5	76,518 15	75,400 10	1,497	8,220	1,013	2,301	25	2,569	11	

* 34 boys and 34 girls.

Statement of Grant-in-aid Female Schools

1	2		3	4	5	6	7	8	9	10	11	12	13
District.		Name of Institution.	*No. of pupils on rolls at the close of the year.*						Average number of pupils on the rolls monthly.	Average daily attendance.	*Teachers.*		Monthly rate of schooling fee.
			Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.			Christians	Others.	
		Umbalia Circle.											
Delhi ...	4	S. P. G. Mission Schools ...	...	11	79	...	...	90	98	82	3	4	...
,, ...	1	S. P. G. Mission Industrial School ...	..	...	27	...	...	27	26	22	1	1	...
,, ...	1	S. P. G. Mission Zanána classes ...	3	114	93	...	2	212	209	201	10	1	...
,, ...	1	Baptist Mission Zanána classes ...	1	19	102	...	...	122	105	94	8	...	...
,, ...	3	Baptist Mission Girls' Boarding Schools ...	25	32	...	...	...	57	39	30	2	1	...
Karnál ...	1	School at Kaithal ...	...	37	...	5	...	42	41	26	...	1	...
,, ...	1	S. P. G. Mission Zanána classes ...	...	21	8	...	...	29	24	24	1	1	...
Rohtak ...	1	School at Bahádargarh ...	...	..	15	...	...	15	15	10	...	1	...
Simla ...	1	Church Mission School Kotgurh ...	8	10	...	...	...	18	22	17	2	...	...
	14	Total ...	37	244	324	5	2	612	579	506	27	10	...
		Lahore Circle.											
Jullundur ...	25	Hindú Female Schools ...	...	549	...	33	...	582	594	500	...	27	...
Hoshiárpur	1	American Presb. Mission School ...	...	49	...	2	...	51	51	32	..	3	...
Kangra ...	1	Church Mission School ...	...	36	8	...	1	45	46	40	2	...	...
,, ...	5	Rural Schools ...	...	116	17	...	...	133	123	89	...	5	...
Amritsar ...	1	Church Mission Orphanage ...	45	...	...	...	...	45	46	41	3	...	...
,, ...	26	Lady Lawrence Girls' Schools ...	...	155	286	236	...	677	670	466	5	21	...
,, ...	37	Primary Schools in the City ...	...	215	367	556	...	1,138	1,153	799	...	37	...
Siálkot ...	17	Rural Schools ...	...	162	226	17	...	405	407	268	...	17	...
Lahore ...	9	Primary Schools in the City ...	...	75	81	19	...	175	178	146	...	9	...
,, ...	9	Indian Fem. Nor. Sch. & Inst. Society's Schools ...	...	20	165	..	...	185	189	147	2	8	...
,, ...	1	Native Christian Girls' School ...	41	...	...	...	...	41	36	34	2	1	1 to 2 Rs.
Gujránwála	4	City Schools ...	...	42	77	...	...	119	118	85	...	5	...
,, ...	10	Mission Schools ...	...	78	131	58	...	267	249	186	4	10	...
Ferozepur ...	3	City Schools (*a*) ...	...	...	25	...	...	25	40	21	...	2	...
	149	Total ..	86	1,497	1,383	921	1	3,888	3,900	2,854	18	145	...
		Rawalpindi Circle.											
Ráwalpindí	2	American Presb. Mission Schools ...	...	73	...	30	...	103	103	69	2	3	...
,, ...	33	Bedi Khem Singh's Schools ...	...	497	135	539	...	1,171	1,193	835	...	40	3 pies to 1 an.
Jhelum ...	18	Ditto ditto ...	...	401	38	206	...	645	644	428	...	21	...
Pesháwar ...	2	Church Mission Schools ...	5	...	81	...	...	86	88	77	3	9	...
	55	Total ...	5	971	254	775	...	2,005	2,028	1,409	5	73	...
		Mooltan Circle.											
Mooltan ...	5	Church Mission Schools ...	...	...	71	...	...	71	72	66	2	5	...
	223	Grand Total ...	128	2,712	2,032	1701	3	6,576	6,579	4,835	52	233	...
Delhi ...	1	European Girls' School C. ...	34	...	...	...	...	34	28	21	2	1	1 to 4 Rs.
Simla ...	1	Auckland House School C. ...	41	...	...	...	...	41	43	43	4	...	Rs. 10
,, ...	1	Roman Catholic Female Orphanage C. ...	152	...	...	...	...	152	151	141	12	...	1 to 7½ Rs.
,, ...	1	Mayo Industrial School ...	35	...	...	...	...	35	37	37	1	...	6-10 to 10 Rs.
Lahore ...	1	Anárkali Girls' School C. ...	21	...	...	...	...	21	27	24	2	...	2½ to 5 Rs.
,, ...	1	Naulakha and Donald Town Girl's School C. ...	39	...	...	...	..	39	23	20	2	...	1 to 3 Rs.
Gujránwála	1	Girls' School ...	17	...	...	...	...	17	17	16	2	2	...
	230	Total Female Schools ...	467	2,712	2,032	1701	3	6,915	6,905	5,137	77	236	...
		224 Schools for Native Girls ...	...	...	...	...	...	...	...	...	...	...	...
		Girls' Schools (for Eurasians and Natives) Gujránwála ..	...	...	...	...	...	...	...	...	...	...	...
		Total ...	These figures are shewn in the Imperial Return N o B. 3.....										
		Schools for European Girls, marked C. ...	Do.	.....		Do.		.....	Do.	.....	...	Do.	.....

(*a*). Two schools closed: one from 1st May 1876 and the other from 1st November 1876.

of the Lower Class for the year 1876-77.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from											*Number of pupils instructed in*						
Provincial Services.	District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Landé Mahajul &c., &c.	Arabic.	Persian.	Sanskrit.
1,017 0	...	..	...	73 13	...	...	...	982 0	2,072 13	2,076 13	...	29	11	...	..	...	...
300 0	...	...	...	...	...	..	...	346 6	646 6	699 14	girls	emplo	yed in	manu	al la	bor	
1,440 0	...	...	...	1,188 1	...	...	14 0	5,125 0	7,767 1	6,660 10	3	93	*116	...	...	...	...
465 0	...	...	...	2,765 15	...	...	...	...	3,230 15	2,765 15	6	100	16	...	...	...	...
180 0	...	...	1,033 4	...	...	...	...	...	1,213 4	1,033 4	12	25	32	...	...	1	...
88 0	26 0	...	...	...	84 0	...	...	...	198 0	198 0	...	...	42	13		...	7
336 0	...	...	...	...	...	...	...	700 0	1,036 0	1,036 0	3	8	†19	...	...	...	...
89 8	...	...	...	...	89 8	...	...	...	179 0	179 0	...	15	...	...	...	...	...
120 0	...	...	...	...	...	...	...	230 0	350 0	350 0	...	3	18	...	...	...	...
4,035 8	26 0	...	1,033 4	4,027 13	173 8	...	14 0	7,383 6	16,693 7	14,999 8	24	273	254	13	...	1	7
411 4	360 7	...	...	778 14	...	...	...	...	1,550 9	1,550 9	...	...	582	...	...	...	...
192 0	...	...	...	...	96 0	...	...	96 0	384 0	384 0	...	...	49	2	...	...	...
180 0	...	...	...	...	...	...	...	388 9	568 9	568 9	...	45	...	...	...	...	...
120 0	60 2	..	...	...	207 14	..	...	...	388 0	388 0	...	17	116	...	..	...	...
720 0	...	...	...	1,689 0	...	...	...	...	2,409 0	1,689 0	*12	45	...	...	...	...	...
1,092 0	...	...	...	...	...	...	...	4,668 3	5,760 3	6,096 11	...	275	72	351	...	6	...
3,151 15	...	...	...	780 0	4,199 13	...	...	...	8,131 12	6 323 14	...	367	215	556	...	86	...
905 3	480 1	...	...	43 1	1,376 5	...	...	...	2,304 10	2,804 10	...	227	178	...	...	40	...
1,468 11	...	...	...	1,776 14	120 0	...	...	30 15	3,396 8	2,933 4	...	66	62	32	...	15	...
480 0	...	...	...	180 0	...	...	...	2,096 0	2,756 0	2,697 7	..	165	3	18	...	...	...
720 0	...	...	...	1,895 11	...	...	907 4	371 4	3,394 3	3,394 3	41	41	...	...	...	8	...
420 0	...	...	...	...	480 0	...	...	...	900 0	900 0	...	70	42	...	...	...	...
360 0	...	...	...	...	...	...	...	2,634 1	2,994 1	2,634 1	...	131	...	136	...	...	...
141 4	...	...	...	...	141 5	...	3 1	...	285 10	282 9	...	25	...	...	...	8	...
10,362 5	900 10	...	...	6,643 8	6,621 5	...	910 5	10,285 0	35,723 1	32,646 13	53	1,474	1,319	1,095	...	163	...
240 0	...	...	...	...	...	...	...	698 3	938 3	698 3	...	...	3	‡100	...	...	...
405 0	713 4	932 8	...	...	720 0	..	...	1,476 0	4,246 12	4,246 12	...	68	1,032	297	135	12	16
258 0	720 0	...	...	...	...	...	...	936 0	1,914 0	1,914 0	..	16	607	117	38	...	...
720 0	...	...	...	1,096 13	...	...	12 9	...	1,829 6	1,829 (	1	85	...	...		20	...
1,623 0	1,433 4	932 8	...	1,096 13	720 0	...	12 9	3,110 3	8,928 5	8,688 5	1	169	1,642	514	173	32	16
300 0	...	...	...	434 14	180 0	...	...	...	914 14	914 14	...	71	...	...	...	...	...
16,320 13	2,359 14	932 8	1,033 4	12,203 0	7,694 13	...	936 14	20,778 9	62,259 11	57,249 8	78	1,987	3,215	1,622	173	196	23
360 0	...	...	...	45 0	...	...	67 14	477 12	950 10	1,028 13	31	...	...	...	...	...	...
3,600 0	...	...	...	...	...	...	7,904 0	57 14	11,561 14	*11,561 14	41	§11	...	...	...	...	...
3,731 9	...	...	...	917 8	...	...	2,026 0	1,877 0	8,551 8	10,381 0	152	...	...	...	...	...	...
1,053 6	...	...	...	6,045 7	...	...	614 0	...	7,702 13	4,394 5	35	...	...	...	...	..	..
1,042 0	...	...	...	...	...	...	1,188 8	...	2,230 8	2,070 8	21	...	...	...	...	...	...
1,080 0	...	...	...	220 0	...	...	345 5	749 15	2,395 4	2,233 5	39	...	...	...	...	...	...
480 0	...	...	...	269 0	240 0	...	...	...	989 0	989 0	17	...	...	...	...	4	...
27,667 8	2,359 14	932 8	1,033 4	19,689 15	7,934 13	...	13,082 9	23,941 2	96,641 4	89,908 5	414	1,998	3,215	1,622	173	200	23
16,320 13	2,359 14	932 8	1,033 4	12,203 0	7,694 13	...	936 14	20,778 9	62,159 11	57,249 8							
480 0	...	...	...	269 0	240 0	...	...	...	989 0	989 0							
16,800 13	2,359 14	932 8	1,033 4	12,472 0	7,934 13	...	936 14	20,778 9	63,148 11	58,238 8							
9,813 0	...	...	...	1,182 8	...	...	11,531 11	3,104 11	25,689 12	27,275 8							

* And some Bengáli. † Bengáli. ‡ Gurmukhi. § French.

Statement of Grant-in-aid Normal Schools

1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Number of pupils on rolls at the close of the year.								*Teachers.*			
District.	Name of Institution.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.
	Umballa Circle.												
Delhi ... 1	S. P. G. Mission Female Normal School	.....	49	9	.....	.....	58	41	32	3	4	.....	1,793 13
Do. ... 2	European Training School ...	4	.....	.....	.....	.....	4	4	4	2	1	15 Rs.	360 0
	Total ...	4	49	9	.....	.....	62	45	36	5	5	.....	2,153 13
	Lahore Circle.												
Jullundur ... 1	Indian Female Normal School...	.....	16	38	.....	.....	54	45	33	1	4	.....	900 0
Amritsur ... 2	Female Normal School	.....	12	15	10	.....	37	35	29	.....	3	.....	4,913 10
Siálkot ... 3	Ditto (*a*) ...	.....	.....	34	.....	.....	34	34	28	.....	3	.....	.....
Lahore ... 4	Ditto	.....	16	36	19	.....	71	66	54	.....	3	.....	4,415 0
	Total ...	.....	44	123	29	.....	196	180	144	1	13	.....	10,228 10
	Grand Total of Female Normal Schools...	4	93	132	29	.....	258	225	180	6	19	.....	12,382 7
Amritsar ... 1	Christian Vernacular Education Society Normal School for Masters	5	13	13	5	.....	36	35	31	3	2	.....	3,000 0
	Grand Total ...	9	106	145	34	.....	294	260	211	9	21	.....	15,382 7

(*a*). Closed from 1st May 1876.

in the Punjab for the year 1876-77.

15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from.										*Number of pupils instructed in.*						
District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and Fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí.)	Hindí (Landé Mahajni &c.)	Arabic.	Persian.	Sanskrit.
.....	.....	.....	318 15	.....	.....	.....	2,043 7	4,156 3	3,579 8	.....	9	49	.....	.....	9	.....
.....	.....	.....	.....	.....	.....	70 0	634 13	1,064 13	1,238 9	4	4	4	.....	.....	.....	.....
.....	.....	.....	318 15	.....	.....	70 0	2,678 4	5,221 0	4,818 1	4	13	53	.....	.....	9	.....
.....	.....	.....	.....	.....	.....	.....	900 0	1,800 0	1,800 0	.....	38	16	.....	.....	38	.....
.....	.....	.....	.....	1,200 0	.....	.....	.....	6,113 10	6,126 8	.....	15	20	10	.....	15	.....
91 8	.....	.....	.....	91 8	.....	.....	.....	183 0	183 0	.....	34	.....	.....	.....	5	.....
.....	.....	.....	.....	1,000 0	.....	.....	.....	5,415 0	5,415 0	.....	24	16	19	.....	12	.....
91 8	.....	.....	.....	2,291 8	.....	.....	900 0	13,511 10	13,524 8	.....	111	42	29	.....	70	.....
91 8	.....	.....	318 15	2,291 8	.....	70 0	3,578 4	18,732 10	18,342 9	4	124	95	29	.....	79	.....
.....	.....	.....	.....	.....	.....	.....	3,425 13	6,425 13	6,425 13	4	36	.....	.....	18	36	.....
91 8	.....	.....	318 15	2,291 8	.....	70 0	7,004 1	25,158 7	24,768 6	8	160	95	29	18	115	.....

Statement of Indigenous Schools

1	2	3	4	5	6	7			8		
		Number of pupils on the rolls.									*Expendi-*
DISTRICT.	Number of Schools.	Hindús.	Muhammadans.	Others.	Total.	From private sources.			From fees.		
Umballa Circle.											
Delhi	36	419	197	...	616	252	0	0	1,389	0	0
Gurgaon	34	448	198	...	646	...	...	...	1,059	6	0
Karnál	50	268	599	2	869	446	0	0	110	2	0
Hissar	16	595	55	...	650	...	...	...	1,840	0	0
Rohtak	38	260	250	...	510	60	0	0	838	0	0
Sirsa	55	215	405	20	640	625	0	0	...	...	...
Umballa	132	763	924	65	1,752	257	2	0	15	14	0
Ludhiána	108	624	670	73	1,367	61	12	0	0	10	0
Simla	3	2	19	...	21	...	...	...	....	...	...
Total ...	472	3,594	3,317	160	7,071	1,701	14	0	5,253	0	0
Lahore Circle.											
Jullundur	248	1,624	1,707	123	3,454	2,098	0	0	...	...	...
Hoshiárpur...	137	912	541	51	1,504	4,374	0	0	...	...	...
Kángra	1	4	36	...	40	5	0	0	...	...	...
Amritsar	38	842	344	267	1,453	2,165	8	0	...	...	...
Gurdáspur	89	306	563	10	879	1,428	13	0	...	...	...
Siálkot	267	699	2,195	46	2,940	2,040	0	0	203	0	0
Lahore	202	1,136	1,578	48	2,762	2,579	0	0	1,664	0	0
Gujránwála...	120	570	1,071	129	1,770	1,069	8	0	...	...	...
Ferozepore	62	203	669	14	886	234	0	0	156	0	0
Total ...	1,164	6,296	8,704	688	15,688	15,993	13	0	2,022	0	0
Rávalpindí Circle.											
Ráwalpindí...	357	1,025	4,007	168	5,200	1,485	0	0	202	8	0
Jhelum	344	683	3,940	121	4,744	4,128	0	0	...	...	...
Gujrát	899	1,053	5,684	850	7,587	...	...	...	...	...	...
Sháhpur	144	407	2,215	...	2,622	8,849	0	0	...	...	...
Pesháwur	266	45	2,308	1	2,354	732	0	0	51	12	0
Hazara	401	318	2,965	6	3,289	...	...	...	...	...	...
Kohát	146	.....	1,436	...	1,436	3,541	4	0	...	...	...
Total ...	2,557	3,531	22,555	1,146	27,232	18,735	4	0	254	4	0
Mooltan Circle.											
Mooltan	92	6	485	...	491	...	...	...	...	...	...
Jhang	125	519	882	25	1,426	1,109	0	0	475	8	0
Montgomery	94	334	519	45	898	222	0	0	...	...	...
Muzaffargarh	32	168	219	...	387	286	0	0	298	0	0
Dera Gházi Khán...	102	265	853	...	1,118	60	0	0	...	...	...
Dera Ismail Khán...	61	288	544	9	841	...	...	...	420	0	0
Bannú	104	184	1,299	7	1,490	...	...	...	...	...	...
Total ...	610	1,764	4,801	86	6,651	1,677	0	0	1,193	8	0
GRAND TOTAL ...	4,803	15,185	39,377	2,080	56,642	38,107	15	0	8,722	12	0

in the Punjab for the year 1876-77.

9			10			11	12	13	14	15	16	17	18
ture.						*Number of persons instructed in*							
From Government.			Total.			English.	Urdú.	Hindí (Nagrí.)	Hindí (Lande Mahajani.	Arabic.	Persian.	Sanskrit.	Remares.
...	...	...	1,641	0	0	15	87	58	231	147	35	17	
...	...	...	1,059	6	0	...	...	286	150	82	128	...	
...	...	...	556	2	0	...	18	25	208	453	165	...	
...	...	...	1,840	0	0	...	...	11	509	24	71	35	
...	...	...	898	0	0	...	51	...	114	173	141	64	
...	...	...	625	0	0	...	16	62	161	383	6	12	
...	...	...	273	0	0	85	70	21	575	696	279	117	
...	...	...	62	6	0	...	37	190	342	617	144	137	
...	...	...	...	...	...	...	...	...	...	21	...	...	
...	...	...	6,954	14	0	100	279	653	2,290	2,596	969	382	
...	...	...	2,098	0	0	...	135	521	654	1,407	588	149	
...	...	...	4,374	0	0	...	82	51	227	535	539	70	
...	...	...	5	0	0	...	40	...	...	...	8	...	
720	0	0	2,885	8	0	...	165	473	378	143	120	153	
...	...	...	1,428	13	0	...	110	60	33	416	204	56	
...	...	...	2,242	0	0	...	410	121	332	1,302	735	40	
...	...	...	4,243	0	0	335	57	46	647	1,315	293	69	
...	...	...	1,069	8	0	...	127	148	228	936	375	...	
119	4	0	509	4	0	10	31	71	114	608	27	25	
839	4	0	18,855	1	0	345	1,157	1,491	2,613	6,662	2,889	562	
...	...	...	1,687	8	0	...	315	292	644	3,013	813	93	
...	...	...	4,128	0	0	...	81	170	302	3,612	522	67	
...	...	...	...	...	...	...	32	140	1,482	5,375	547	11	
...	...	...	8,849	0	0	...	15	312	...	2,078	239	...	
288	0	0	1,071	12	0	...	58	28	...	1,868	400	...	
...	...	...	...	...	...	...	129	202	561	2,126	247	...	
...	...	...	3,541	4	0	...	...	...	...	1,202	234	...	
288	0	0	19,277	8	0	...	630	1,144	2,989	19,304	3,002	171	
...	...	...	...	...	...	...	...	...	2	412	76	1	
...	...	...	1,584	8	0	...	10	10	500	749	141	16	
...	...	...	222	0	0	...	6	...	334	392	163	3	
...	...	...	584	0	0	...	...	4	148	179	39	17	
1,200	0	0	1,260	0	0	73	188	5	57	571	207	17	
...	...	...	420	0	0	...	...	...	215	333	239	54	
...	...	...	...	...	...	...	35	...	137	1,151	162	5	
1,200	0	0	4,070	8	0	73	239	19	1,393	3,787	1,027	113	
2,327	4	0	49,157	15	0	518	2,305	3,307	9,285	32,349	7,887	1,228	

Statement shewing the Statistics of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
District.	School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	District Funds.
Lahore ...	1 Mayo School of Industrial Art	1	16	39	12	...	68	73	47	17	2	...	...	14,126	5 ... ...

School of Art for the year 1876-77.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Drawing.	Moulding.	Geometry.		Persian.	Sanskrit.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
						1,190 3	15,316 8	15,316 8	...	68	4	23	...	...	...

Expenditure on Grants-in-aid on 31st March 1876	Rs.	13,598	5	8
Do. do. on 31st March 1877	„	13,685	13	8
Difference or increase (explained below)	„	87	8	0

NEW GRANTS.								
Low caste boys school Delhi ...	50	0	0				Transferred from Grants allowed under Article XIV.
Anglo Vernacular School Pathánkot (Gurdaspur District)	15	0	0				G.O. No. 1311, dated 22nd May 1876.
Do. Sri Gobindgur (do. do.)	15	0	0				
Abdul Ali Qári's School Amritsar ...	20	0	0				
Anglo Vernacular School Shorkot (Jhang District) ...	22	0	0				
				122	0	0	
OLD GRANTS INCREASED.							
Roman Catholic Female Orphanage Simla from 250/ to 300/ ...	50	0	0				G.O. No. 1311, dated 22nd May 1876.
Elementary English School Kartarpur from 15/ to 30/	15	0	0				Do.
High School for Europeans, Lahore 235/ to 300/ ...	65	0	0				Do.
European Girls School Anarkali 70/ to 120/ ...	50	0	0				Do.
St. James Free School Lahore 50/ to 100/ ...	50	0	0				Do.
Lower District School Bhera 21/ to 46/ ...	25	0	0				Do.
Baptist Mission Zanána classes Delhi 25/ to 40/ ...	15	0	0	270			Do.
TOTAL INCREASE				392	0	0	
GRANTS ABOLISHED OR REDUCED.							
Vernacular School Firozpur (Gurgáon District) ...	30	0	0	(a)			Reduction not reported to Govt. but the grant has been omitted in the Provincial Service budget.
Do. Palwal (do. do.) ...	35	0	0	(a)			
Do. Farrakhnagar (do do.) ..	35	0	0	(a)			
Female School Hissár ..	10	0	0	(a)			
Branches to District School Rohtak 65/ to 49/ ...	16	0	0				
Vernacular School Khanna (Ludiána District) ...	15	0	0	(a)			
Vernacular Schools Jullundur District ...	40	0	0	(a)			
Do. Dera Nanak (Gurdaspur District)...	15	0	0	(b)			
Do. Kalánaur (do. do.)...	15	0	0	(c)			
Vernacular Town schools, Ferozepore District ...	25	0	0	(a)			
Anglo Vernacular School Maghiana 85/ to 45/ ...	40	0	0	(d)			
Do. Chiniot 53/8 to 25/ ...	28	8	0	(e)	304	8	0
NET INCREASE				87	8	0	

LAHORE
The 5th June 1877

(a) Made Govt. Schools maintained from the General Local Fund.
(b) Do. do. and the grant from Pro. Sec. transferred to Pathankot Anglo Ver. School.
(c) As above the grant having been transferred to Sri Gobindpur Anglo Ver. School.
(d) Vernacular Deptt. made a Govt. institution and Rs. 22 transferred to the Anglo Ver. School at Shorkot.
(e) Ver. Dept. made a Govt. institution.

Statement shewing the expenditure of public money during the year 1876-77 *on Educational Buildings in the Punjab.*

Expenditure from Department Public Works Budget.	Rs.	A.	P.	Expenditure from Educational Budget.	Rs.	A.	P.
Repairs	15,713	15	0	Repairs to Government Buildings	...	...	...
a. Minor Works (up to Rs. 2,500)	1,214	0	0	Minor Government Buildings	...	...	...
b. Larger Works (above Rs. 2,500)	43,948	10	0	Minor Grants-in-aid (Rs. 1,000 and under)	...	...	...
				Larger Grants (above Rs. 1,000)	...	...	...
Total from Public Works Department Budget ...	60,876	9	0	Total from Educational Budget ...			

(*a*). Including Rs. 442-5-0 on account of Lawrence Asylum, Sanáwar.

(*b*). Do. „ 5,165-3-0 Do. Do. Do.

N.B.—The Expenditure from "Provincial Services" only is exhibited in this Statement.

Statement showing the number of pupils in each class of District Schools in the beginning and at the close of 1876-77.

	DISTRICT.	Number of pupils in each class at the close of 1875-76.												Number of pupils in each class at the close of 1876-77.												Remarks.
		Upper Dept.				*Middle Department.*					*Lower Dept.*				*Upper Dept.*				*Middle Department.*					*Lower Dept.*			
		9th class.	8th class.	7th class.	Total.	6th class.	5th class.	4th class.	3rd class.	Total.	2nd class.	1st class.	Total.	Grand Total.	9th class.	8th class.	7th class.	Total.	6th class.	5th class.	4th class.	3rd class.	Total.	2nd class.	1st class.	Total.	Grand Total.	
Umballa Circle.	Delhi District School	30	28	37	95	32	45	56	106	239	...	...	...	334	26	27	23	81	31	43	65	97	236	...	...	...	317	
	Do. Anglo-Arabic School	...	...	...	...	7	13	24	59	103	62	64	126	229	...	...	...	...	9	15	43	62	129	52	85	137	266	
	Gurgaon High Vernacular School	...	8	...	8	...	...	...	...	..	...	...	...	8	...	2	143	145	...	...	...	...	..	...	...	...	145	
	Rewári District School	...	...	...	...	24	35	57	73	189	...	...	...	189	...	...	...	...	23	42	44	81	190	...	...	...	190	
	Karnál Do.	...	...	...	...	10	9	27	33	79	...	...	...	79	...	...	...	...	8	12	26	35	81	...	...	...	81	
	Bhiwáni Do.	...	...	...	...	6	7	17	33	63	...	...	...	63	...	...	...	...	7	14	15	30	66	...	...	...	66	
	Rohtak Do.	...	...	...	...	12	13	23	39	87	...	...	...	87	...	...	...	...	14	10	18	51	93	...	...	...	93	
	Jagádhri Do.	...	...	...	...	15	17	30	87	149	...	...	...	149	...	...	...	...	7	14	36	68	125	...	...	...	125	
	Rúpar Do.	...	...	...	...	14	15	31	25	85	...	...	...	85	...	..	...	...	7	18	15	28	68	...	...	...	68	
	Ludhiána High Vernacular School	...	8	21	35	64	22	28	15	25	90	35	33	68	222	8	26	30	64	26	20	30	23	99	23	44	67	230	
	Simla District School	...	...	...	...	...	5	6	14	19	44	...	...	...	44	..	...	...	...	11	6	15	18	50	...	...	...	50	
	TOTAL	...	38	57	72	167	147	188	294	499	1,128	97	97	194	1,489	34	55	201	290	143	194	307	493	1,137	75	129	204	1,631	
Lahore Circle.	Ráhon District School	...	...	...	...	19	18	46	37	120	...	...	...	120	...	...	...	...	20	23	35	46	124	...	...	...	124	
	Hóshiárpur Do.	17	13	12	42	31	43	53	52	179	...	...	...	221	12	15	13	40	33	36	54	62	185	...	...	...	225	
	Núrpur Do.	...	...	...	...	11	13	15	43	82	...	...	...	82	...	...	...	...	9	11	18	30	68	...	...	...	68	
	Amritsar Do.	19	21	25	65	58	103	145	...	306	...	...	...	371	16	21	23	60	60	74	110	...	244	...	...	...	304	
	Gurdáspur Do.	...	...	...	...	8	22	41	104	175	...	...	...	175	...	...	...	...	18	23	53	55	149	...	...	...	149	
	Batála Do.	...	...	...	...	21	18	43	71	153	...	...	...	153	...	...	...	...	19	17	41	102	179	...	...	...	179	
	Lahore Do.	37	29	37	103	57	92	151	...	300	...	...	...	403	22	19	41	82	53	78	108	...	239	...	...	..	321	
	Gujránwála Do.	...	...	...	...	14	26	68	78	186	...	...	...	186	...	...	...	..	12	31	47	...	90	...	...	...	90	
	Ferozepur Do.	...	...	...	.	19	15	52	73	159	123	228	351	510	...	...	...	...	11	12	28	44	95	74	215	289	384	
	TOTAL	73	63	74	210	238	350	614	458	1,660	123	228	351	2,221	50	55	77	182	235	305	494	339	1,373	74	215	289	1,844	
Rawalpindi Circle.	Jhelum District School	...	...	...	...	14	17	48	72	151	..	...	...	151	...	...	...	...	14	26	43	44	127	...	...	...	127	
	Gujrát Do.	11	8	8	27	30	25	38	54	147	...	...	...	174	10	6	18	34	35	29	67	47	178	...	...	...	212	
	Bhera Do.	...	...	...	...	11	16	26	49	102	...	...	...	102	...	...	...	...	13	19	42	49	123	...	...	...	123	
	Abottabad Do.	...	...	...	...	...	5	12	19	36	10	17	27	63	...	...	...	...	6	11	12	11	40	15	23	38	78	
	Kohát Do.	...	...	...	...	8	13	22	33	76	...	...	...	76	...	...	...	...	11	10	22	31	74	...	...	...	74	
	TOTAL	11	8	8	27	63	76	146	227	512	10	17	27	566	10	6	18	34	79	95	186	182	542	15	23	38	614	
Mooltan Circle.	Mooltan District School	...	...	...	...	16	15	47	53	131	...	...	...	131	...	...	...	...	17	20	37	55	129	...	...	...	129	
	Jhang Do.	...	...	...	...	20	22	48	40	130	...	...	...	130	...	...	...	...	22	39	37	38	136	...	...	...	136	
	Dera Gházi Khán Do.	2	5	5	12	17	24	48	54	143	...	...	..	155	3	2	1	6	29	19	40	67	155	...	...	...	161	
	Total	2	5	5	12	53	61	143	147	404	...	...	...	416	3	2	1	6	68	78	114	160	420	...	...	...	426	
	GRAND TOTAL	124	133	159	416	501	675	1,197	1,331	3,704	230	342	572	4,692	97	118	297	512	525	672	1,101	1,174	3,472	164	367	531	4,515	

Statement showing the number of Pupils in each class of Middle Vernacular Schools at the beginning and at the close of 1876-77.

District.		Number of schools.	*Number of pupils in each class at the close of* 1875-76.							Number of schools.	*Number of pupils in each class at the close of* 1876-77.							Remarks.
			6th class.	5th class.	4th class.	3rd class.	2nd class.	1st class.	Total.		6th class.	5th class.	4th class.	3rd class.	2nd class.	1st class.	Total.	
Umballa Circle.	Delhi	7	38	31	51	74	165	414	773	7	52	43	60	90	164	419	828	
	Gurgáon	2	14	12	9	19	53	111	218	7	54	50	70	91	172	428	865	
	Karnál	2	13	10	32	50	52	155	312	4	12	16	36	53	73	362	552	
	Hissár	2	6	10	14	28	32	76	166	3	12	9	26	29	49	134	259	
	Rohtak	4	29	18	43	53	57	314	514	4	35	29	32	42	69	385	592	
	Sirsa	2	11	10	16	31	56	143	267	2	14	9	15	32	57	156	283	
	Umballa	13	97	51	137	132	286	792	1,495	11	92	83	104	162	220	622	1,283	
	Ludhiána	7	41	54	44	89	123	329	680	11	104	81	153	143	217	638	1,386	
	Total	39	249	196	346	476	824	2,334	4,425	49	375	320	496	642	1,021	3,194	6,048	
Lahore Circle.	Jullundur	7	76	80	76	88	139	432	891	8	47	88	79	85	141	472	912	
	Hoshiárpur	6	72	179	80	91	139	244	805	8	81	226	87	159	189	243	985	
	Kángra	3	8	16	19	25	37	254	359	3	15	16	22	41	55	234	383	
	Amritsar	8	35	62	102	88	192	380	859	8	37	73	78	123	160	235	706	
	Gurdáspur	4	25	38	41	67	116	251	538	5	8	27	55	69	102	409	670	
	Siálkot	8	75	74	110	112	163	281	815	8	78	76	113	116	169	303	855	
	Lahore	6	34	68	55	111	147	592	1,007	6	36	60	64	104	174	589	1,027	
	Gujránwálla	1	20	19	14	10	19	71	153	2	36	19	26	32	42	135	290	
	Ferozepoor	4	37	39	43	50	96	146	411	6	24	49	50	57	94	187	461	
	Total	47	382	575	540	642	1,048	2,651	5,838	54	362	634	574	786	1,126	2,807	6,289	
Ráwalpindí Circle.	Ráwalpindí	4	33	25	56	68	105	316	603	4	43	74	63	83	92	303	658	
	Jhelum	2	18	17	27	36	59	102	259	3	29	44	44	70	81	304	572	
	Gujrát	3	23	35	50	65	95	235	503	3	24	40	52	58	96	231	501	
	Shahpur	4	17	27	43	61	107	373	628	5	29	29	53	80	100	390	681	
	Hazára	1	...	6	10	12	17	70	115	1	5	20	10	11	45	40	131	
	Total	14	91	110	186	242	383	1,096	2,108	16	130	207	222	302	414	1,268	2,543	
Mooltan Circle.	Mooltan	4	26	33	33	59	59	307	517	4	28	24	35	37	46	250	420	
	Montgomery	3	8	19	17	35	63	269	411	3	8	15	22	50	57	272	424	
	Muzaffargarh	2	5	5	15	33	47	171	276	2	6	10	32	38	36	196	318	
	Dera Ismail Khán	3	6	24	21	50	97	315	513	4	40	29	52	109	105	462	797	
	Dera Gházi Khán	4	20	30	27	38	35	190	340	5	17	31	37	47	56	275	463	
	Bannú*	...	...	...	...	...	...	...	...	2	5	9	28	32	42	171	287	* Constituted M. V. S. from January 1877.
	Jhang†	...	...	...	...	...	...	...	...	5	50	74	97	129	134	272	756	† Ditto from April 76.
	Total	16	65	111	113	215	301	1,252	2,057	25	154	192	303	442	476	1,898	3,465	
Grand Total		116	787	992	1,185	1,575	2,556	7,333	14,428	144	1,021	1,353	1,595	2,172	3,037	9,167	18,345	

Statement shewing the Number of Pupils studying in each Class of Government Primary Schools of each District at the beginning and at the close of 1876-77.

District.	Number of Schools.	Number of pupils in each class at the close of 1875-76.					Number of Schools.	Number of pupils in each class at the close of 1876-77.					Remarks.
		4th Class.	3rd Class.	2nd Class.	1st Class.	Total.		4th Class.	3rd Class.	2nd Class.	1st Class.	Total.	
Delhi	39	76	159	329	1,158	1,722	37	130	138	333	1,064	1,665	
Gurgáon	46	220	189	434	1,268	2,111	45	162	191	326	1,092	1,771	
Karnál	34	85	84	223	923	1,315	40	60	60	173	1,348	1,641	
Hissár	18	70	72	100	412	654	17	50	38	109	324	521	
Rohtak	35	101	112	265	972	1,450	37	135	118	276	1,163	1,692	
Sirsa	19	22	44	130	424	620	19	28	46	115	416	605	
Umballa	58	186	239	593	2,139	3,157	56	234	280	542	1,748	2,804	
Ludhiána	47	118	309	474	1,343	2,244	47	225	295	411	1,443	2,374	
Simla	3	6	12	34	101	153	3	17	16	23	70	126	
Total ...	299	884	1,220	2,582	8,740	13,426	301	1,041	1,182	2,308	8,668	13,199	
Jullundur	73	320	327	605	2,548	3,800	71	247	308	568	2,465	3,588	
Hoshiárpur	82	339	482	1,022	2,180	4,023	81	329	633	798	1,539	3,299	
Kángra	49	82	128	311	1,534	2,055	(a)49	94	181	364	1,401	2,040	(a) Includes 8 schools supported by the Raja of Guler.
Amritsar	69	291	311	833	1,673	3,108	69	310	374	695	1,480	2,859	
Gurdáspur	96	359	462	980	2,402	4,203	90	254	351	652	2,659	3,916	
Siálkot	73	397	387	874	2,041	3,699	72	381	459	732	1,744	3,316	
Lahore	45	112	140	347	1,583	2,182	45	125	168	369	1,343	2,005	
Gujránwála	70	413	466	715	1,975	3,569	68	390	562	552	1,624	3,128	
Ferozepore	37	90	234	328	753	1,405	33	93	197	266	653	1,209	
Total ..	594	2,403	2,937	6,015	16,689	28,044	578	2,223	3,233	4,096	14,908	25,360	
Ráwalpindí	48	239	566	629	2,376	3,610	48	315	466	637	2,111	3,529	
Jhelum	35	332	335	525	1,507	2,699	35	370	388	477	1,600	2,835	
Gujrát	37	410	350	553	1,122	2,435	37	404	364	523	1,194	2,485	
Sháhpur	24	101	110	214	566	991	27	100	141	246	650	1,137	
Peshawar	36	23	51	215	1,002	1,291	32	37	58	229	1,104	1,428	
Hazará	21	31	94	209	530	864	23	67	125	203	488	883	
Kohát	3	4	8	32	70	114	3	3	8	20	100	131	
Total ...	204	1,140	1,314	2,377	7,173	12,004	205	1,296	1,550	2,335	7,247	12,428	
Mooltan	35	87	161	240	922	1,410	35	112	168	233	858	1,371	
Jhang	24	103	129	204	769	1,205	23	123	154	194	633	1,104	
Montgomery...	18	53	65	109	606	833	21	43	75	124	650	892	
Muzaffargarh	22	74	136	179	733	1,122	22	145	156	242	685	1,228	
Dera Ismail Khán	21	84	103	154	862	1,203	21	107	114	181	673	1,075	
Dera Gázi Khán	27	117	144	140	489	892	24	73	107	119	447	746	
Bannú	20	49	80	179	684	992	17	28	68	133	345	569	
Total ...	167	567	818	1,207	5,065	7,657	163	631	837	1,226	4,291	6,985	
Grand Total ...	1,264	4,994	6,289	12,181	37,667	61,131	1,247	5,191	6,802	10,865	35,114	57,972	

Results of the Calcutta University Examinations for all Educational Institutions in the Panjab.

Years.	M. A. Examination.			B. A. Examination.			F. A. Examination.			Entrance Examination.		
		Passed.			Passed.			Passed.			Passed.	
	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of cadidates	From Government Institutions.	From Private Institutions.
1861-62 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	(a) 4	1
1862-63 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	7	1
1863-64 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	(a) 15	10
1864-65 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	(b) 15	16
1865-66 ...	.....	.....	.....	.....	.....	.....	20	5	5	75	(a) 15	8
1866-67 ...	.....	.....	.....	.....	.....	.....	17	4	.....	81	18	4
1867-68 ...	.....	.....	.....	7	2	2	11	4	1	73	(a) 24	20
1868-69 ...	.....	.....	.....	1	1	.....	11	4	.....	78	(c) 19	(b) 19
1869-70 ...	.....	.....	.....	3	2	.....	18	9	.....	98	22	22
1870-71 ...	.....	.....	.....	4	1	.....	20	15	.....	74	23	(a) 28
1871-72 ...	2	2	.....	8	3	.....	21	4	.....	81	13	20
1872-73 ...	1	1	.....	14	8	.....	26	10	.....	54	12	10
1873-74 ...	1	1	.....	5	2	.....	22	16	.....	71	10	14
1874-75 ...	3	1	.....	5	2	.....	14	11	.....	89	19	23
1875-76 ...	1	1	.....	11	3	.....	15	8	.....	(d) 103	30	(c) 24

(a.) Including one school-master. (b.) Including two school-masters. (c.) Including one private student.
(d.) „ two „ „

The statement exhibiting in detail the results of the Examination of the Calcutta University for the year 1876-77.

M. A. Examination 1877.

Names of Institution.	No. of Candidates.	Passed in		
		1st Division.	2nd Division.	3rd Division.
Government College, Delhi	.....	.....	.....	.....
Do. Lahore	1	.....	1	.....

B. A. Examination January 1877,

Names of Institution.	No. of candidates.	Passed in			Failed in					
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional subjects.
Government College, Delhi ...	* 7	.....	2	1	1	2	.....	1	.....	.....
Government College, Lahore ...	1	* 1	.....	.....	.....	.....	.....	.....	.....	1
Total ...	8	1	2	1	1	2	.....	1	.....	1

* 1 was absent.

First Arts Examination of 1876.

Names of Institution.	No. of Candidates.	Passed in			Failed in							Absent.
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Logic.	Chemistry.	Psychology.	
Delhi Government College	8	... .	2	3	2	1	.....	2	.....	.....	2	.....
Lahore Ditto	10	1	3	4	2	1	1	1	.....	.....	.....	.....
Total ...	18	1	5	7	4	2	1	3	.....	.....	2	.....

Entrance Examination of 1876.

Names of Institution.	No. of candidates.	Passed in			Failed in				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography	Mathematics.	Absent.
Government Schools.									
Delhi	15	1	3	4	4	5	1	...	...
Hoshiárpur	6	...	4	2	...	...	...	...	...
Lahore	19	2	7	2	5	1	3	3	2
Amritsar	8	1	4	1	2	...	1	...	...
Gujrát	8	1	4	1	2	1	1	1	...
Total ...	56	5	22	10	13	7	6	4	2
Aided Schools.									
Delhi	3	1	...	...	2	2	..	1	...
Lahore	5	...	2	1	...	...	1	2	...
Amritsar	4	...	...	1	2	..	1	...	1
Gujránwála	3	...	1	...	1	1	1	1	...
Jullundur	3	...	1	...	1	...	1	1	...
Ludhiána	3	...	2	1	...	...	...	..	...
Ráwalpindí	3	...	2	...	1	...	...	...	...
Peshawar	2	...	...	1	...	...	...	...	1
Siálkot Scotch M. S.	2	...	...	...	...	...	2	...	...
Bishop Cotton School...	10	1	5	1	1	1	...	2	...
Total ...	38	2	13	5	8	4	6	7	2
Unaided Schools.									
Patiala School	3	...	...	...	1	...	2	2	...
Total ...	3	...	...	...	1	...	2	2	...
Grand Total ...	97	7	35	15	22	11	14	13	4

Statement shewing the number of students of District Schools who have obtained employment during 1876-77.

District.	Number of Students who have obtained employment in the Educational Department.	Number of students who have obtained employment in the Civil Department.	Number of students who have obtained employment in other Departments.	Total.	Average salary.			Remarks.
Delhi District School	...	...	...	...	...	...	...	
Rewarí Ditto ...	...	3	...	3	9	0	0	
Karnál Ditto	...	...	1	1	15	0	0	
Bhiwáni Ditto	2	2	...	4	7	12	0	
Rohtak Ditto	1	1	...	2	10	0	0	
Jagadhri Ditto	...	...	...	...	...	...	...	
Rúpar Ditto	...	1	1	2	12	8	0	
Ludhiána High Vernacular School ...	22	1	...	23	9	5	0	
Simla District School	...	6	5	11	21	6	0	
Ráhon Ditto	1	...	1	2	9	0	0	
Hoshiárpur Ditto	1	1	1	3	20	10	0	
Núrpur Ditto	...	...	...	...	...	...	...	
Amritsar Ditto	1	5	2	8	16	8	0	
Gurdáspur Ditto	1	1	1	3	8	8	0	
Batála Ditto	...	...	1	1	10	0	0	
Lahore Ditto	...	1	5	6	13	10	0	
Gujránwála Ditto	...	2	2	4	10	8	0	
Ferozepore Ditto	...	1	...	1	6	0	0	
Jhelum Ditto	1	...	...	1	8	0	0	
Gujrát Ditto	3	5	7	15	28	10	0	
Bhera Ditto	...	...	1	1	20	0	0	
Abbottabád Ditto	...	1	...	1	10	0	0	
Kohát Ditto	...	...	...	...	...	...	...	
Mooltan Ditto	3	2	3	8	9	14	0	
Jhang Ditto	...	5	1	6	11	0	0	
D. G. Khán Ditto	...	1	...	1	35	0	0	
Total ...	36	39	32	107	13	9	0	

Statement shewing the Number of Students of Vernacular Schools who have obtained employment during 1876-77.

	District.	Number of students who have obtained employment in the Educational Department.	Number of students who have obtained employment in the Civil Department.	Number of students who have obtained employment in other Departments.	Total.	Average Salary.		
1	Delhi	5	1	2	8	9	4	0
2	Gurgáon	5	12	1	18	9	1	0
3	Karnál	4	2	...	6	9	11	0
4	Hissár	...	2	...	2	10	0	0
5	Rohtak	2	3	2	7	13	5	0
6	Sirsá	2	3	1	6	10	5	0
7	Umballa...	5	4	2	11	6	12	0
8	Ludhiána	4	...	1	5	10	10	0
9	Simla	...	2	1	3	22	8	0
10	Jullundur	10	3	3	16	7	10	0
11	Hoshiárpur	11	7	7	25	10	14	0
12	Kángra	...	4	13	17	8	0	0
13	Amritsar...	1	...	3	4	21	4	0
14	Gurdáspur	1	13	8	22	8	11	0
15	Sialkot	5	...	1	6	10	9	0
16	Lahore	7	7	1	15	9	7	0
17	Gujránwála	3	2	2	7	10	6	0
18	Ferozepore	6	7	6	19	7	4	0
19	Ráwalpindí	5	9	14	28	8	15	0
20	Jhelum	5	8	1	14	7	9	0
21	Gujrát	...	2	2	4	8	0	0
22	Shahpur	...	3	...	3	6	0	0
23	Mooltan	4	4	1	9	8	4	0
24	Jhang	1	9	3	13	8	12	0
25	Montgomery	3	3	3	9	8	13	0
26	Muzaffargarh	1	6	1	8	5	6	0
27	Derá Ismáil Khán	1	3	1	5	7	0	0
28	Derá Gázi Khán	5	...	...	5	8	0	0
29	Bannú	2	5	...	7	6	12	0
	Total ...	98	124	80	302	9	10	0

Return of Students who have passed the Normal School Examination held in June 1876 and gained certificates of qualification.

No.	Name of passed candidates.	When and where examined.	Where educated.	Grade of certificate gained.
1	Bura Rám ...	June 1876 Delhi.	Delhi Normal School.	2nd grade.
2	Chandan Singh ...	Ditto.	Ditto.	2nd grade a.
3	Mit Singh ...	Ditto.	Ditto.	2nd grade a.
4	Rahim Bakhsh ...	Ditto.	Ditto.	4th grade.
5	Narayan Singh ...	Ditto.	Ditto.	4th grade.
6	Amir Chand ...	Ditto.	Ditto.	4th grade.
7	Daya Rám ...	Ditto.	Ditto.	4th grade.
8	Abdul Hakim ...	Ditto.	Ditto.	4th grade a.
9	Sayad Husain ...	Ditto.	Ditto.	4th grade a.
10	Mahbub Ahmad ...	Ditto.	Ditto.	4th grade a.
11	Abdulla Khán ...	Ditto.	Ditto.	4th grade a.
12	Mazhar Ali ...	Ditto.	Ditto.	4th grade a.
13	Piyáre Lall II ...	Ditto.	Ditto.	4th grade a.
14	Ayáz Muhammad ...	Ditto.	Ditto.	4th grade a.
15	Ghulam Hasan ...	Ditto.	Ditto.	4th grade a.
16	Piyare Lal I ...	Ditto.	Ditto.	4th grade a.
17	Karim Bakhsh ...	Ditto.	Ditto.	4th grade a.
1	Miran Bakhsh ...	June 1876 Lahore.	Lahore Normal School.	2nd grade.
2	Radha Kishan ...	Ditto.	Ditto.	2nd grade a.
3	Háfiz 'Abdul Hai ...	Ditto.	Ditto.	2nd grape a.
4	Lachhman Dás ...	Ditto.	Ditto.	4th grade.
5	Muhkim-ud-dín ...	Ditto.	Ditto.	4th grade.
6	Chanan Din ...	Ditto.	Ditto.	4th grade.
7	Nand Rám ...	Ditto.	Ditto.	4th grade.
8	Gurditta Mal ...	Ditto.	Ditto.	4th grade.
9	Faizal Hassan ...	Ditto.	Ditto.	4th grade.
10	Lorinda Ram ...	Ditto.	Ditto.	4th grade.
11	Amir Chand ..	Ditto.	Ditto.	4th grade.
12	'Abdul Rahman ...	Ditto.	Ditto.	4th grade a.
13	Ahmad Dín ...	Ditto.	Ditto.	4th grade a.
14	Kirpa Rám ...	Ditto.	Ditto.	4th grade a.
15	Muhammad Husain ...	Ditto.	Ditto.	4th grade a.
16	Abdulla ...	Ditto.	Ditto.	4th grade a.
17	Shám Singh ...	Ditto.	Ditto.	4th grade a.
18	Bhag Singh ...	Ditto.	Ditto.	4th grade a.
19	Ghulam Gaus ...	Ditto.	Ditto.	4th grade a.
20	Man Singh ...	Ditto.	Ditto.	4th grade a.
21	Ala Bakhsh ...	Ditto.	Ditto.	4th grade a.
22	Husain Bakhsh ...	Ditto.	Ditto.	4th grade a.
23	Rahmat Ulla ...	Ditto.	Ditto.	4th grade a.
24	Síkandar Din ...	Ditto.	Ditto.	4th grade a.
1	Duni Chand ..	June 1876 Ráwalpindí.	Ráwalpindí Normal School.	4th grade.
2	Faiz Ali ...	Ditto.	Ditto.	4th grade a.
3	Balmukand ...	Ditto.	Ditto.	4th grade a.
4	Uttam Singh ...	Ditto.	Ditto.	4th grade a.
5	Tara Chand ...	Ditto.	Ditto.	4th grade a.
6	Prabh Dayál ...	Ditto.	Ditto.	4th grade a.
7	Gokal Chand ...	Ditto.	Ditto.	4th grade a.
8	Nek 'Alam ...	Ditto.	Ditto.	4th grade a.
9	Núr-ud-dín ...	Ditto.	Ditto.	4th grade a.

(a.) Have been allowed certificates by grace.

Return of Private Endowments, Donations and Subscriptions from which aid was received by the Department during 1876-77.

District.	Name of Donor.	Description.	Annual value			For what period to continue.	For what purpose.
Delhi ...	Nawab Fazl Ali Khán Itmaad-ud-dowla of Lucknow	Promissory notes of the value of Rs. 1,73,600	7,249	15	6	Permanent ...	For extension of education in Delhi.
	Lála Rammi Mal	Cash ...	600	0	0	To end of January 1879.	For maintenance of the Anglo-Sanskrit school Delhi.
	Rái Chunna Mal	Cash ...	120	0	0	Ditto ...	
	Rái Mahesh Dás	Cash ...	100	0	0	Ditto ...	Do. Do.
	6 residents of Delhi	Cash ...	223	0	0	Ditto ...	Do. Do.
Hissar ...	167 residents of Hissar District.	Cash ...	150	0	0	At will of donor ...	For fees and scholarship for indigent boys.
Rohtak ...	4 residents of Jhajjar	Cash ...	10	0	0	...	For miscellaneous expenses of the Jhajjar school.
	5 residents of Tahsil Jhajjar ...	Cash ...	17	0	0	...	Do. Do.
	Rái Bhakhtawar Lal Judicial Assistant Commissioner.	Cash ...	55	0	0	...	Maintenance of Branch schools Rohtak.
	3 residents of Rohtak	Cash ...	44	0	0	...	Do. Do.
Umballa ...	Sardar Jiwan Sing Rais Buriya ...	Cash ...	180	0	0	For one year ...	For miscellaneous expenses.
	19 residents of the Umballa Dist.	Cash ...	72	0	0	...	Do. Do.
	18 Do. Do.	Cash ...	180	0	0	At will of donor ...	Maintenance of Branch school Rupar.
Ludhiána ...	Sardar Mit Singh Rais Malaud ...	Cash ...	120	0	0	At will of donor ...	Pay of Assistant Teacher Maland school.
	Sardar Balwant Singh Rais Bir Khurd.	Cash ...	120	0	0	Ditto ...	Pay of Assistant Teacher in Bir Khurd school.
Simla ...	18 residents of Simla	Cash ...	210	8	0	Ditto ...	Maintenance of school at Kasauli.
Jullundur...	Members of Local Committee ...	Cash ...	211	0	0	...	For prizes &c., of Primary and Middle schools.
	Residents of Jullundur	Cash ...	426	9	0	...	Salaries of teachers in schools of the district.
Hoshiárpur.	132 Members of Local Committee.	Cash ...	226	4	6	...	For prizes, fees, sweetmeats, food, &c. to poor boys of the schools in district.
Kángra ...	Raja Bija Sen of Mandi	Cash ...	500	0	0	At will of donor ...	Maintenance of Palumpore school.
	3 Englishmen residents of Holta.	Cash ...	120	0	0	Ditto ...	
	Mr. Shaw Member of Committee of Kanyara.	Cash ...	180	0	0	Ditto ..	Maintenance of Kanyara schools.
	Residents of the district	Cash ...	216	0	0	Ditto ...	Maintenance of 5 Primary schools.
Gurdáspur.	Sardar Jamiat Rai Rais Mala ...	Cash ...	24	0	0	...	For maintenance of Hindí teacher of Mala school.
Siálkot ...	Residents of Sialkot and Zamíndárs.	Cash ...	339	5	4	...	For maintenance of Primary and Female schools.
Gujránwála.	Mr. A. R. Bulman Deputy Commissioner Gujranwála.	Cash ...	50	0	0	...	For maintenance of English female school.
	6 Christian residents	Cash ...	296	0	0	At will of donor ...	Do. Do.
Ferozepore...	Sodí Man Singh Honorary Magistrate of Bohar.	Cash ...	180	0	0	At will of donor ...	For pay of teacher of Bohar school.
	Sardars of village Rina	Cash ...	60	12	0	...	For pay of teacher of Rina school

Return of Private Endowments, Donations and Subscriptions, &c.,—continued.

District.	Name of Donor	Description.	Annual value.			For what period to continue.	For what purpose.
Jhang ...	40 residents of Tahsil Jhang ..	Cash ...	480	0	0	During existence of school	Maintenance of the English school Maghiana.
	20 residents of Tahsil Shorkot ...	Cash ...	276	0	0	Ditto ...	Do. Do. Shorkot
	79 residents of Tahsil Chiniot ...	Cash ...	246	0	0	Ditto ...	Do. Do. Chiniot.
	10 Ditto of village Qáim ...	Cash ...	60	0	0	Ditto ...	Maintenance of primary school Qáim.
	5 Ditto of village Machhiwal	Cash ...	60	0	0	To end of 1879 ...	Do. Do. Machhiwal.
	5 Ditto of Shorkot	Cash ...	30	0	0	During existence of school	For maintenance of Hindi female school Shorkot.
Montgomery	226 officials, courtiers and other residents of the District.	Cash ...	360	0	0	Ditto ...	For maintenance of English school at Montgomery.

Distribution of expenditure on education under the three main heads "Direction," "Inspection" and "Instruction" for 1876-77.

	From Provincial Services.				From Local Funds.			
Direction and its subsidiary charges	A	1,05,164	0	0	.....	...	...	
Inspection		1,11,416	9	0	3,213	4	0	
Instruction	B	4,40,844	8	0	B 6,60,837	15	0	

A. Includes Rs. 51,372-13 on account of the Book Depot, and Rs. 5,235-6 for the "Patronage of Literature" and other miscellaneous charges, total Rs. 56,608-3 which if deducted reduces the cost of Direction to Rs. 48,555-13.

B. Exclusive of expenditure on Educational Buildings.

Government Colleges 1876-77.

	General Education.	
	Delhi.	Lahore.
Number of Institutions	1	1
Number on rolls at the close of 1876-77	41	101
Average daily attendance for 1876-77	37	75
Total Expenditure { From Provincial Services	25,019	31,915
Total Expenditure { From Local Funds	2,283	4,878

Results of the Normal School Examination held in June 1876.

Name of Normal School.	Number of candidates.	*Number passed*				Number Failed.
		First Grade.	Second Grade.	Third Grade.	Fourth Grade	
Delhi Normal School	25	...	3	...	14	8
Lahore „	40	...	3	...	21	15
Ráwalpindí „	24	...	...	...	9	15
Total	89	...	6	...	44	39

Aided Schools of 1876-77.

Comparative Statement of Schools and Scholars in each Circle 1875-76 *and* 1876-77.

Name of Circle.	1875-76.		1876-77.	
	Schools.	Scholars.	Schools.	Scholars.
Umballa Circle	520	28,347	524	28,661
Lahore Circle	999	53,113	1,001	49,636
Ráwalpindí Circle	306	20,368	309	20,722
Mooltan Circle	240	13,456	237	13,606
Total	2,065	1,15,284	2,071	1,12,625

Statement shewing the Government Scholarships awarded to College Students during 1876-77.

Names of Scholars.	College at which held.	Class.	Monthly value of Scholarships.
Senior Scholarships.			
Naráyan Dás	Lahore.	3rd year.	35
Achhrú Rám	Do.	Do.	32
Káshi Rám	Do.	Do.	30
Mádho Rám	Do.	Do.	28
Piyáre Lál	Delhi.	Do.	20
			145
Junior Scholarships.			
Srish Chandar	Lahore.	1st year.	16
Fath Chand	Do.	Do.	16
Ganesh Dás	Do.	Do.	14
Bhawáni Dás	Delhi.	Do.	14
Amar Náth	Lahore.	Do.	12
Kidár Náth	Delhi.	Do.	12
Rúp Lál	Lahore.	Do.	12
Girdhári Lál	Lahore.	Do.	10
Sant Rám	Lahore.	Do.	10
Rám Kishn	Lahore.	Do.	10
Girdhári Lál	Delhi.	Do.	10
Churya Mal	Lahore.	Do.	10
Jagan Náth	Lahore.	Do.	10
			156